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5-3-2010

Advanced Graduate Certificate in Professional Science Administration

The College at Brockport, College Senate

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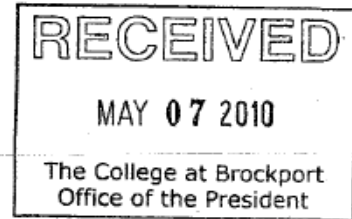
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Supersedes Res #: _____

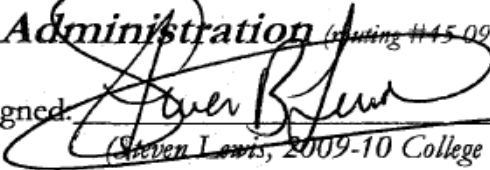
TO: Dr. John R. Halstead, College President

FROM: The College Senate: *May 3, 2010*

RE: → I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)



SUBJ: ***Advanced Graduate Certificate in Professional Science
Administration*** (*Resolving #45 09-10GC*)

Signed: 
(*Steven Lewis, 2009-10 College Senate President*)

Date: *5/5/10*

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

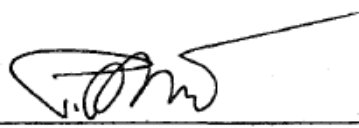
TO: Steven Lewis, The College Senate President

FROM: John R. Halstead, College President

RE: → I. Decision and Action Taken on Formal Resolution (circle choice)
☒ a. Accepted - Implementation Effective Date: Fall 2010
b. Deferred for discussion with the Faculty Senate on ____/____/____
c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged ____/____/____
b. Comment:

Signed: 
(*Dr. John R. Halstead, President, The College at Brockport*)

Date: *6/7/10*

COLLEGE SENATE
THE COLLEGE AT BROCKPORT
JUN 16 2010
SUNY - 350 NEW CAMPUS DRIVE
BROCKPORT, NY 14420-2925

DISTRIBUTION

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**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

| | |
|---|---|
| Routing Number <i>Routing # assigned by Senate Office</i> | #45 09-10 GC <i>Use routing number and title in all reference to this proposal.</i> |
| Replaces Resolution | # |

DEADLINE FOR SUBMISSIONS: FEBRUARY 28

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS – please, no multiple attachments – each proposal must be submitted electronically as one document.

- Submit only complete proposals. Include support letters from department chair and dean.
- Proposals must be prepared individually in Word format using committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Fill out this cover page for each proposal and insert it electronically as the front page of your document. (collegesenate/proposal.html)
- Email whole proposal with cover page as one document to senate@brockport.edu and facpres@brockport.edu.
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, ie. *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Advanced Graduate Certificate in Professional Science Administration

2.

3. BRIEF DESCRIPTION OF PROPOSAL:

The certificate in Professional Science Administration consists of the 12 credits: 9 credits of “plus” coursework from the existing Professional Science Master’s track in Biology with an addition 3-credit elective chosen by advisement. The full PSM Master’s track has received approvals from both the SUNY program review office, and the NYSED, and recruitment of students for Fall 2010 has begun.

6. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? X NO

YES EXPLAIN YES

5. HOW WILL THIS EFFECT TRANSFER STUDENTS:

Transfer students will not be affected.

6. ANTICIPATED EFFECTIVE DATE: **Fall 2010**

7. SUBMISSION & REVISION DATES: PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.

| <i>First Submission</i> | <i>Updated on</i> | <i>Updated on</i> | <i>Updated on</i> |
|-------------------------|-------------------|-------------------|-------------------|
| February 24, 2010 | April 12, 2010 | May 3, 2010 | |

7. SUBMITTED BY: (contact person)

| <i>Name</i> | <i>Department</i> | <i>Phone</i> | <i>Email</i> |
|----------------|-------------------|--------------|------------------------|
| Stuart Tsubota | Biology | X5759 | stsubota@brockport.edu |

8. COMMITTEES TO COPY: (Senate office use only)

| Standing Committee | Forwarded For Approval To | Dates |
|---|----------------------------------|---------------------|
| <input type="checkbox"/> Enrollment Planning & Policies | Committee for approval | 2/24/10 |
| <input type="checkbox"/> Faculty & Professional Staff Policies | Executive Committee | 4/12/10 |
| <input type="checkbox"/> General Education & Curriculum Policies * | GED to Vice Provost | |
| <input type="checkbox"/> Graduate Curriculum & Policies | Senate | 4/19/10 vote 5/3 |
| <input type="checkbox"/> Student Policies | College President | 5/7/10 |
| <input type="checkbox"/> Undergraduate Curriculum & Policies | OTHER | |
| * follow special Gen Ed procedures for submission of General Education proposals at “How to Submit Proposals” on our Website. | | REJECTED -WITHDRAWN |

NOTES:

TO: Joe Torre, Chair, Graduate Curriculum Committee

I have attached a revised copy of the proposal for an Advanced Certificate in Professional Science Administration. I made the following minor changes.

- 1) "Biological Sciences" and "Biological Science" were replaced with "Biology"
- 2) "Masters" was replace with "Master's"

Sincerely,
Stuart

--

Stuart Tsubota
Professor
Department of Biological Sciences
The College at Brockport
350 New Campus Drive
Brockport, NY 14420

phone (585) 395-5759
fax (585) 395-2741
email stsubota@brockport.edu

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COLLEGE SENATE

Proposal for an Advanced Graduate Certificate in Professional Science Administration

The College at Brockport, State University of New York

Submitted by Stuart Tsubota, PhD, Biology

Overview

The certificate in Professional Science Administration consists of the (9) credits of “plus” coursework from the existing Professional Science Master’s track in Biology plus 3 elective credits chosen by advisement.. The full PSM Master’s track has received approvals from both the SUNY program review office, and the NYSED, and we are beginning to recruit for the full degree program at this time for fall, 2010 applicants’ entry. As noted below, we assess demand for the certificate to be high, thus warranting the break out of the plus courses into a certificate program.

Rationale/Market

As was noted in the proposal for the new Professional Science Master’s track, in assessing the need and demand for a PSM program, an internal College at Brockport Professional Science Master’s Advisory Council has been formed that consists of 12 faculty and staff members from science and math disciplines at the College. This committee serves as a steering committee for long term planning of new program development, and interaction with industry partners who sit on the external Board of Advisors. Prior to seeking approval for the full PSM track in Biology, the Advisory Council conducted an email survey of 67 Rochester-area companies whose missions are in the business or non-profit domains of Biology and Life Sciences. The goal was to get their feedback on the concept of a PSM science program to be offered at Brockport. All respondents indicated that, based on our sketch of the program idea underway, the program concept was sound, the content was appropriate and important, and that they would seriously consider the credential of such a degree credential holder for hire in their organization. The density of Life Sciences firms in the area is itself an indicator of the demand that exists in the region for bench science professional employees; our research reveals that there are approximately 70 such firms.

To determine the level of student interest in the PSM, the Advisory Council conducted a focus group composed of recent alumni from undergraduate programs at the College. From the focus group we learned that the degree program was relevant and attractive to young professionals, that the inclusion of professional development courses and an internship were particularly attractive features to the group. Also, the possibility of taking courses over the summer and/or winter sessions was deemed very important. Focus group feedback supported our belief that a certificate program stands to attract students who already possess degrees in the sciences and mathematics, and related disciplinary areas, by providing advanced training in “plus course” topics that will enhance their leadership opportunities. Additional feedback from current students enrolled in the undergraduate Biology program was also obtained and provided positive support for the existing plus course curricular design.

To date there are no programs in the regional area that would compete with either the full PSM in Biology or the Certificate program we propose herein. RIT has a program in Bioinformatics that is computer based. The University at Buffalo has a program in Molecular Chemical Biology; its dual emphasis is on computer applications and chemistry. There are presently no other SUNY campuses offering PSM programs in molecular biology or biotechnology. In fact the only program in the state of New York is a PSM in Biotechnology from St. John's University. Thus, The College at Brockport is strategically positioned to tap a select population of students and provide a unique short-term professional certificate that is competitive in our marketplace and region.

A Board of Advisors consisting of seven leaders of local companies from Actuarial and Life Science firms such as Eastman Kodak, Bausch and Lomb, Vaccinex Corporation, Medingen Group, Mercer, etc., (**see Appendix 1 for the PSM Board of Advisors roster**) was formed in 2008 to assist the campus in developing PSM curricular approaches that are relevant and that have appeal to the employer base in the region. According to our external Board of Advisors, certificate programs are of interest. Many employers have told the Advisory Council that it is difficult to replace PhD-qualified bench science and research science professionals when they leave organizations in the Rochester region, and they endorse the concept of a PSM certificate as a professional development tool to discourage turnover for tenured professionals, and as a motivational tool for new employees.

Our ownership of The College at Brockport MetroCenter in downtown Rochester offers a particularly attractive location for offering one or more of the certificate courses, due to its proximity to the Kodak international headquarters building less than a mile away, and to Bausch and Lomb and other business and governmental agencies within close walking or driving distance. Members of our Board of Advisors have voiced their willingness to entertain employees' requests for paid release time from their job duties to attend classes in the PSM program during the day time, thus underscoring their perceived sense of need for the course offerings, and their receptivity to them. Filling open capacity in the daytime at the MetroCenter would also meet campus needs.

In summary, we have every reason to think that there is demand for a certificate program in Professional Science Administration, just as there is for the full Professional Science Master's Program track in Biology.

Quality/Entrance Requirements

The certificate program will be open to students who are either already enrolled in post-baccalaureate programs of study on campus or who have completed an appropriate baccalaureate degree. A bachelors' degree in science, math, or a computational discipline will be an eligibility requirement for application to the program. Students in other majors will be evaluated for their appropriateness for program entry; this will be dependent on their background in math and science coursework and overall preparedness for entry to the program. As with other certificate programs on campus, the student will be charged an application fee, and they will need to complete a full application, and provide academic transcripts from all colleges attended in order to meet standards of full academic disclosure. Specific academic eligibility requirements are listed below.

3.0 Minimum undergraduate GPA on a 4.0 scale

An undergraduate course in statistics

Two (2) Letters of Recommendation

Statement of Objectives

Conditional admission policies in place at the graduate level provide the opportunity for students to be admitted with under a 3.0 GPA. Applicants who do not have a background in statistics will need to take an additional undergraduate statistics course prior to beginning the certificate, and this may also be cause for an applicant to be admitted conditionally.

Program Requirements

After examining the purposes of the Plus Courses, the needs of the students, the input from the Board of Advisors, campus resources, and concerns regarding the Department of Business Administration's accreditation standards (AACSB), we concluded that we could not draw from existing courses to fulfill these requirements for the full PSM track in the Biology master program. The Plus Courses needed to be designed to fit a new type of science professional. This need for precise tailoring is endorsed by the Council of Graduate Schools, and is a common practice used by Professional Science Master's directors across the U.S. In a recent survey by the National Professional Science Master's Association of existing PSM programs (April 2008), 75% of the Plus Courses were newly created courses, and of the existing courses, 30% of them required substantial revisions to meet the specific and unique needs of the PSM students.

In the design of the Plus Courses, curricula from existing PSM programs were examined and input was received from program directors of existing programs. Also, the input from members of our external Board of Directors provides us with a clear picture of their needs. These data and discussions provided the framework for the three Plus Courses listed below. All have been registered and approved. Full syllabi for these courses appear in Appendix 2.

1. PSI 601 Management and Communication for Math and Science Professionals
2. PSI 602 Accounting and Finance for Math and Science Professionals
3. PSI 603 Applied Quantitative Analysis for Math and Science Professionals

* The PSI designation stands for Professional Science.

The remaining 3 credits of the certificate will consist of coursework chosen by the student through advisement by the PSA Certificate Admissions Committee (Please see **Administration** below.). Since the students will be coming with a variety of career goals and from a variety of backgrounds and graduate programs, we anticipate that a diversity of courses will satisfy this final requirement. However, the themes and descriptions of the courses should be consistent with the purpose of the certificate. The PSA Certificate Admission Committee will be responsible for approval of the elective credits. A selection of existing graduate courses that could satisfy this requirement is listed in Appendix 4.

Sequencing

The three plus courses will be offered during the winter and summer sessions on a regular rotating basis. The elective courses will be subject to the scheduling of the parent departments.

Staffing

Please find all vitae attached, in Appendix 3. All faculty are tenured faculty members teaching at The College at Brockport. No new staffing will be required. The courses will be offered in Special Sessions, during the winter intersession and during summer terms, in order that we may mitigate concerns over AACSB accreditation issues surrounding faculty teaching in other programs, and that we may operate the program as a “cost center.” That is, the enrollments will pay for faculty stipends and therefore no additional costs will be incurred. This scheme was supported in the original PSM proposal by Dr. John Gardner, interim Chair of the Department of Business Administration and Economics, and Dr. Karen Schuhle-Williams, Director, Special Sessions & Programs and Executive Director, MetroCenter.

Support for plus course stipends in the first year will also come from the Sloan Foundation PSM grant made to the entire SUNY system, and administrated by program director Dr. David King, of SUNY Oswego.

Administration

Administration of the certificate program will rest in the Office of Graduate Studies at the College at Brockport. Admittance to the program will be decided by a PSA Certificate Admissions Committee. The committee will be composed of the Assistant to the Provost for Graduate Education and Scholarship and members of the College at Brockport Professional Science Master’s Advisory Council. The initial Admissions Committee will be comprised of Dr. Susan Seems, Dr. Susan Stites-Doe, Dr. Jose Maliekal, and Dr. Stuart Tsubota. This Admissions Committee will also serve in an advisory role to Graduate Studies on issues concerning the certificate.

Letters of Support

Email letters of support for the proposal have been received from Stuart Appelle, Dean of the School of Science and Mathematics, and from Susan Seems, Assistant to the Provost for Graduate Education and Scholarship. Copies of their letters are transcribed below. Also in the original proposal for the Professional Science Master's track in Biological Science, letters of support were provided by Dr. Mary Jo Orzech, Director, Drake Memorial Library, Library, Information and Technology Services and Mr. Jeffrey Smith, Director Technology Support Services. These letters are not included.

* * * * *

Stuart:

I support the College Senate proposal "Advanced Graduate Certificate in Professional Science Administration".

Stuart Appelle, Ph.D.
Dean, School of Science and Mathematics
350 New Campus Drive
The College at Brockport
State University of New York
Brockport, New York 14420

* * * * *

Dear Stuart,

I echo Dean Appelle's support for the Certificate for Professional Science Administration.

Sincerely,
Susan

Susan Rachael Seem, Ph.D.
Assistant to the Provost for Graduate Education and Scholarship
Office of Graduate Studies
The College at Brockport
State University of New York
350 New Campus Drive
Brockport, NY 14420
United States of America

Phone: 585.395.2525
Fax: 585.395.2515

APPENDIX 1

The College at Brockport Professional Science Master's Board of Advisors: 2009

Cathy Brill

Director, Talent Acquisition & Development
Eastman Kodak Company

- Master's Degree in Engineering and Manufacturing Management, Clarkson University
- Currently, Leader of Global Strategic HR Programs supporting Kodak's transformation
- 15 years in engineering, manufacturing, quality and operations management

Nancy S. Ferris, PhD

Associate Director
OCTO Computational Science and Technology Research
Eastman Kodak Company

Kraig M. Kummer, FSA

Kraig Kummer is a Principle in the Rochester, NY office of Mercer, the world's largest human resource consulting firm specializing in employee benefits, compensation and human capital strategy. The company, headquartered in New York City, has more than 13,000 employees serving clients from 145 offices in 41 countries and territories.

Mr. Kummer leads the retirement business in Rochester. He consults with retirement plan sponsors on the design, funding and administration of defined benefit pension plans. He also provides actuarial valuation and related advisory service to both public and private sector employers sponsoring postretirement benefit plans other than pensions (OPEB) in particular postretirement medical plans.

Mr. Kummer joined the company's Boston office in 1985 as a consulting actuary, later transferring to the investment consulting practice where he advised clients on Guaranteed Investment Contracts, Group Annuity Contracts and other insured products. He transferred to Mercer's Rochester office in 1990.

Mr. Kummer holds a Bachelor of Science degree in business administration from Bucknell University. He is a Fellow of the Society of Actuaries and an enrolled actuary under the Employee Retirement Income Security Act (ERISA).

Mary E. Maida, PhD

President and CEO

The Medingen Group and Clerisy Corporation: Technology transfer + Distribution of products

- 2001 Ph.D. in molecular neuroscience, University of Rochester School of Medicine

- She established The Medingen Group, LLC to provide medical professionals with the means to incubate and transfer their privately held intellectual property (IP) into the marketplace. In recent years, the Medingen Group has expanded to provide scientific, medical and clinical Due Diligence for Academic Institutions, Medical Institutions and Financial Institutions. The Medingen Group has grown to now serve as a research and development incubator for academic/medical institutions as well as medical professionals.
- While at U of R Dr. Maida worked in the laboratory that discovered the Cox 2 gene found to contribute to the causation of certain cancers, e.g., prostate cancer. She now serves as an adjunct faculty member in the Neuroscience at U of R.

Shaun Martin, Ph.D.

Director, Preclinical Research and Development

Vaccinex, Inc.: A 50-person biotech firm specializing in the development of therapeutic antibodies

- Ph.D. in physiology, University of Liverpool, UK
- Dr. Martin joined Vaccinex in 2005 as its Director of Pre-Clinical Research and is part of the team responsible for directing the transition of discovery-stage antibodies into lead drug candidates suitable for pre-clinical development. Dr. Martin has broad expertise in designing bio-safety programs for large therapeutic molecules, including antibodies, and has significant experience in facilitating the complex processes involved in evaluating the pharmacology and toxicology of therapeutic drug candidates.
- Prior to joining Vaccinex, he was Senior Director, Business Development for MDS Pharma Services, one of the world's largest Contract Research Organizations ("CRO"). He did post-doctorate research at the University of Liverpool where he investigated intracellular cell signaling mechanisms and the control of insulin secretion and thyroid function. He later joined the University of Rochester School of Medicine as a Post-doctoral Fellow in Pharmacology, conducting research in the areas of receptor pharmacology and intracellular signaling mechanisms.

Michael Schrader, Vice President

Global Engineering, Global Operations & Engineering

Bausch & Lomb

- The Executive Program, University of Michigan Business School, 2000
- BS Chemical Engineering, Lafayette College
- Leader for a Global Technical staff that provides product development, process/capital engineering, pilot line operations and factory support for the manufacture of medical devices including contact lens, intraocular lens/inserters, lens solutions, and ocular pharmaceutical solutions.
- Staff size: 250 people in five centers in the US and Europe

Ron Valente, Ph.D.

Vice President, Research and Development

Novomer

Ron Valente leads process research and development for Novomer at Ithaca, N.Y. Dr. Valente brings with him more than 20 years of research, development and manufacturing experience. Most recently, he served as Division Manager for Rochester Film Base Manufacturing, the manufacturing operations for all of Eastman Kodak acetate and polyester film base support. In his tenure as Division Manager, he was responsible for the production of over one billion dollars of finished material and helped lead major transitions in manufacturing operations. Prior to his Manufacturing Leadership position, he was Division Director of the Worldwide Process R&D efforts for specialty chemicals at Kodak. There he emphasized rigorous operational methods to produce innovative, robust and commercially successful chemical processes. Dr. Valente has a Ph.D. in Organic Chemistry from the University of Rochester.

APPENDIX 2

Syllabi for the Certificate Courses

1. PSI 601 Management & Communication for Math and Science Professionals
2. PSI 602 Accounting & Finance for Math and Science Professionals
3. PSI 603 Applied Quantitative Analysis for Math and Science Professionals

PSI 601
Management & Communication for Math and Science Professionals

Dr. Susan Stites-Doe

Office: Hartwell Hall
SUNY College at Brockport
Brockport NY 14420

Direct phone: 585-395-2525
Email: sstites@brockport.edu

Office hours:

NOTE: I am very open to meeting with you any time. Office hours will be discussed in class.

Teaching Objectives:

By the End of this class students that work hard will gain the following:

- A survey, or grand overview, of topics in the fields of Management, Project Management, and Communications
- Knowledge of how to apply theory in work settings.
- Experience with merging theory and practice via group presentations and case discussions.

Pre-requisite and Co-requisite requirements for this course: None

Instructor's Philosophy:

Success usually comes to those who are too busy to be looking for it. -- Thoreau

I most respect students that: Are creative, accept and seek out challenge, get the most out of every opportunity that comes along, and are good citizens of the social groups they belong to.

Books:

1. Fundamentals of Management, by Stephen Robbins and David De Cenzo, 5th edition.
ISBN-10: 0131871366
2. Project Management for Dummies, 2006, by Stanley Portny ISBN-10: 0470049235
3. Industry Immersion Learning Real-Life Industry Case-Studies in Biotechnology and Business, by Lisbeth Borbye, et al, ISBN: 978-3-527-32408-8 NOTE: This book will be used across all three plus courses, please retain this text.

Grade Components:

- | | | |
|----|---|------|
| 1. | 2 to 4 Unit Exams (averaged) | 40 % |
| 2. | Individual presentations and in-class assignments | 30 % |
| 3. | Group projects and case analyses | 25% |
| 4. | Instructor's evaluation of Participation: | 5 % |
- This grade may be measured via input both from your team peers and from my own observation of your participation in class. Mere attendance will NOT earn you an "A" for this part of your total grade, though attendance is important. An "A" student for

this purpose contributes frequently to class discussions, pulls his or her weight on in-class team discussions, and is responsive to my questions in class. Students that simply show up for class can expect to earn a “70” for the participation grade.

Grading/Point System:

| | | | | | | | | |
|----|---|-------------|----|---|------------|---|---|------------|
| A | = | 94 % and up | B+ | = | 88 to 89 % | E | = | below 60 % |
| A- | = | 90 to 93 % | B | = | 84 to 87 % | | | |
| B- | = | 80 to 83 % | | | | | | |
| | | | | | | | | |
| C+ | = | 78 to 79 % | D+ | = | 68 to 69 % | | | |
| C | = | 74 to 77 % | D | = | 64 to 67 % | | | |
| C- | = | 70 to 73 % | D- | = | 60 to 63 % | | | |

Inherent Assumptions:

1. You'll spend an appropriate amount of time on this class.
Students who earn “A’s” spend from 3-6 hours a week working on readings and assignments for this class. You'll need to schedule ample time for library work, Internet research, and word processing.
2. You'll bring what you've learned from other classes into this one.
3. You will be entering the job market soon or are already working. You'll be expected to bring your work experiences into class discussions. If you don't have much experience I'll assume that you're willing and anxious to learn from those who do.
4. You care as much as I do about learning, and your future and you are excited and enthusiastic about leadership, management, and your future.
5. Spelling, grammar, and word usage count. You will receive work back that is unacceptable, or that has an excess of sloppy errors; you may even earn a “zero” grade for grossly egregious grammar with no opportunity for redoing your paper.
6. You are in charge of your destiny in this class. I am only a guide. You'll get as much out of this class as you want to... no more and no less. Here's what I will NOT be:
The Sage on the stage, or . . . The Fool on the stool.
The above two "models" of teaching imply that the instructor is central to your learning. INSTEAD, I will be The Guide on the Side. If you want a good grade in this class don't count on me to prompt you to get it... you need to work toward it using your savvy, your skills, and your cooperative spirit.

Attendance is assumed as a basic requirement of the class. So is showing up for class ON TIME. You'll be permitted (2) tardy arrivals, but each tardy arrival thereafter will count as an absence. Please don't come to class late.

Class-room deportment: Students will be expected to conduct themselves in a professional manner in class.

Memo Requirement: Each assignment must be accompanied by a memo, written by you, to my attention.

Cheating and plagiarism. From the SUNY Brockport faculty handbook:

THE POLICY ON STUDENT ACADEMIC DISHONESTY

Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of a course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges. Violations of academic honesty include, but are not limited to, the actions described in Section I. Published divisional unit and/or individual policies will address additional circumstances unique to specific academic area(s).

675.02 Definitions of Academic Dishonesty

1. Plagiarism: Presenting as one's own words, ideas, or products of another without providing a standard form of documentation, such as footnotes, endnotes, or bibliographic documentation.
2. Fabricating facts, statistics, or other forms of evidence in papers, laboratory experiments, or other assignments.
3. Presenting someone else's paper, computer work, or other material as one's own work.
4. Writing, or attempting to write, an examination, paper, computer work, or other material for another student; allowing someone else to take one's examination.
5. Buying and selling of examinations: Possession of examinations or answers to examinations without permission of the instructor.
6. Using "cheat sheets," looking onto another's paper, or talking to someone other than the instructor or proctor during an examination, without the instructor's permission.
7. Failing to follow the rules of conduct for taking an examination as stipulated by the instructor prior to the examination or as stated by him/her in a written course syllabus.
8. Presenting work for which credit has been received or will be received in another course without the consent of the instructor(s).
9. Forging of official College documents, which includes, but is not limited to, grade sheets, change of grade forms, and transcripts.

Students with special needs:

I would appreciate hearing from anyone in this class who has a special needs, which may be the result of a disability. I am reasonably sure we can work out whatever arrangement is necessary, be it special seating, testing, or other accommodation. See after class, or during my office hours, as soon as possible. Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course

instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Cell Phone Policy:

“Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in Your Right To Know.”

Religious Holidays:

If you are unable to attend class because of your religious beliefs, you will be allowed to make up the work, per University Policy. My own requirement (NOT in conflict with University policy) is that I be notified at least one class in advance, and that we meet beforehand, to decide upon make up work.

Individual Discussion in class:

Remember... you'll be earning an individual grade for class participation too. Just showing up for class earns you only a “C” for this component of your final grade. You must contribute in order to earn a higher grade than “C”. [Team assignments will also, of course, be evaluated separately, and students will receive grades on them as a team. I bring up team in-class discussion here only to point out that teams are expected to make meaningful contributions to the learning environment while in class.]

Interoffice

MEMORANDUM

to: Students of Dr. Stites-Doe's PSI 601 Class
from: Dr. Stites-Doe
subject: How to Write a Memo
date: Winter, 2010

This memo is being directed to your attention in order to clarify the "memo requirement" in place in all of my classes. You are required to prepare a "cover sheet", introductory memo and attach it to ALL written requirements submitted during this semester.

In sum, the format that I require you to follow offers the reader the chance to "cut to the chase", and learn both WHY you're sending them the memo, and, the ESSENCE of your discoveries. It also provides you an opportunity to sell the merit of your ideas, and to give your reader a mechanism for contacting you. The memorandum is perhaps the most frequently used communication tool in place in business settings. Doesn't it make sense to learn how to correctly utilize this tool in the relatively safe environment of this classroom?

Former students have told me that the skills they've learned in preparing these memos are among the most important ones they acquired in their undergraduate training. Don't underestimate the power of what I'm requiring you to learn; make sure to follow my instructions precisely to achieve the highest possible grades during the semester.

Should you have any further questions please don't hesitate to address them to me, either during my office hours, or to call me at the office, at 395-2525. I look forward to working with you.

Prepared by Susan Stites-Doe
The College at Brockport
115A Hartwell
Brockport, N.Y. 14420

How to write a “cover page” memo:

There are basically (2) types of memo’s: self-contained, brief memo’s that contain all relevant information, and introductory, or cover-page memo’s that precede a separate document, or report.

1. Self-contained. The self-contained memo contains all of the necessary information, and does NOT have attached documents. Only in rare exception cases would I expect to receive a self-contained, one-page memo from you WITHOUT an attachment. I might expect to receive such a memo if your purpose was to:
 - Report a personal problem,
 - Ask that an absence be excused due to a university-sanctioned condition/ circumstance,
 - Report difficulties you’re having working with a fellow team member on the team project.
2. The Cover Page Memo. You’ll be writing a different kind of memo in this class; your memos will be used as cover pages. In most cases you’ll attach documents (e.g., your assignment) to your memo, and use the memo to introduce your topic, summarize findings, and invite feedback.

Given this introduction, here’s the way your COVER PAGE memos should be organized. The short hand explanation is that they should be organized to include the following categories of information -- DO NOT TYPE THESE paragraph titles, use them as a content guide only:

Paragraph one: One or two sentences ONLY.

- a. Why you’re sending the document that you’re appending to the targeted person. This paragraph describes the purpose of your memo, and mention of appropriate documents, if there are any attached.

Paragraph two: Three or four sentences ONLY.

- b. What you discovered in the report you’re attaching, or your bottom-line conclusions -- IN BRIEF! Here’s what you might expect to see in this, the most important part of the entire memo:
 - Bottom line conclusions based on your cumulative, detailed work revealed in the attachments to follow.
 - An opinion, or the consensus of your group regarding key decisions made.
 - Your interpretation of the collection of facts you’ve sifted through. In other words, you are answering the question, “What does all this mean?”

Paragraph three: One or two sentences ONLY.

- c. Persuasion paragraph sells the reader on the merits of your document. Think this is unnecessary? Think again! If you don’t sell your own work, bet on your career “competitors” selling theirs and leaving you in the dust. You need to make yourself indispensable to your company. The best way to do that is to tell them that you ARE indispensable, by continuously pointing out the merits of your work. Learn to blow your own horn... truly politically adept people do this naturally, and if you do it with tact, you’ll look neither foolish nor conceited. It’s easy to state facts, and it isn’t taken as

bragging if they are appropriately expressed. Here's one way you could do this in a memo directed to me:

By adhering to guidelines we disclose in the attached document, we are confident that we maximize the likelihood that it will achieve established objectives.

Paragraph four: One or two sentences ONLY.

- d. The closing paragraph gives an invitation for feedback, and telling the author how he or she may reach you, and your availability time frame (i.e., pointing out any expected time away from the office, as in the case of an imminent vacation, etc.)

Class Schedule

NOTE: Assumes 10 class meetings over Winter Session Term

| Class | Topic/s | Reading assignment, assignments due |
|-------|---|--|
| 1 | Managers and Management, The historical roots of contemporary management | Robbins chapters 1,2 |
| 2 | Decision-making Planning | Robbins chapter 3, 4 |
| 3 | Motivation Leadership | Robbins chapters 10, 11 |
| 4 | Human Resource Management | Robbins chapter 6 |
| 5 | Interpersonal communications | Robbins chapter 12 |
| 6 | Effective group dynamics, teams | Robbins chapters 8, 9 |
| 7 | Managing change and innovation | Robbins chapter 7 EXAM: Robbins book topics |
| 8 | Project management | Project Management for Dummies book |
| 9 | Group Presentations | Assigned cases from Borbye book |
| 10 | | FINAL EXAM |

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PSI 602
Accounting and Finance for Math and Science Professionals

Dr. James J. Cordeiro

Office: 115B Hartwell Hall
SUNY College at Brockport
Brockport NY 14420

Direct phone: 585-395-5793
Fax: 585-395-2542
Email: jcordeir@brockport.edu

Office hours: TBD (at least 4 hours a week)

I am very open to meeting with you any time I can in my office in Hartwell. Because I have research responsibilities and am in frequent meetings it may be necessary for you to schedule an appointment with me outside my office hours.

Web assistance: Please check the ANGEL (angel.brockport.edu) site for notes, handouts and other relevant postings.

Teaching Objectives:

This course is intended to develop necessary knowledge in accounting and finance in professional science Master's students. Since accounting and finance underlies key decisions and reporting in scientific and engineering enterprises, this knowledge is essential for future development as practicing science and engineering professionals who have not been exposed to these in their undergraduate programs.

Content coverage includes coverage of financial statement (balance sheet, income statement, and statement of cash flows), analysis of financial statements using ratio analysis, financial planning and forecasting, time value of money techniques, discounted cash flow analysis and valuation (net present value, internal rate of return, etc...), operating and capital plans and budgeting, cost-volume-profit and leverage analyses, and cost allocation systems.

The content coverage is reinforced by mandatory projects that involve the analysis of firm-level financial data acquired from online sources as well as commercial financial databases such as COMPUSTAT. The course also stresses professional communication including the enhancement of technical writing skills and case analyses and individual and team reports.

Students that work hard and participate appropriately should have a strong grasp of these concepts and tools at the end of the course.

Pre-requisite and Co-requisite requirements for this course:

- None, other than some familiarity with Microsoft Excel.
- Since the course material is new to most of you, however, you need to be

prepared to work hard, and contribute positively to the class experience and to any formal and informal groups you may be assigned to.

Support:

Please see me at the earliest sign of difficulty. I welcome you to stop by my office for help with this course, career advice, or just to chat. I am also glad to review any practice answers that you wish me to grade. However, I will not review an entire class during my office hours if you have missed it (you need to get the notes from a peer, and I will be happy to answer specific questions). I will also not pre-grade assignments by “checking” your answers before you turn them in (I will, of course, be happy to clarify any questions you have on the assignments). Finally, I will not answer detailed questions via email; if you have such questions please raise them in class or office hours.

Course Textbooks:

Finance & Accounting for Non-Financial Managers by Samuel C. Weaver and J. Fred Weston
(McGraw-Hill, 2nd ed., 2004) ISBN: 0071435360.

Excel Applications for Corporate Finance with Excel Tutor by Troy Adair, (McGraw-Hill, 2004) ISBN: 0072980729.

Guide to Managerial Communication (Guide to Business Communication Series) by Mary Munter
(Pearson Prentice Hall, 8th Ed, 2008) ISBN: 0132424266. (Optional but strongly recommended)

Industry Immersion Learning Real-Life Industry Case-Studies in Biotechnology and Business, by Lisbeth Borbye, et al, ISBN: 978-3-527-32408-8 NOTE: This book will be used across all three plus courses, please retain this text.

Note that I hope to supplement textbook coverage of course topics by utilizing lecture, class discussion and case analyses along with group participation. Computer demonstrations of financial analysis techniques using Microsoft Excel and of acquisition of data from online sources (EDGAR, yahoo.com, corporatelibrary.com, and COMPUSTAT), multimedia demonstrations and guest speakers may be used as appropriate.

Grade Components: Students will be assigned letter grades on the basis of:

1. attendance and class participation
2. performance on individual tests and assignments (including reports and case analyses)
3. Team participation, verbal and written analyses and presentations.

- 3 to 6 Unit Exams (averaged) 60 %
- Individual presentations and preparation for in-class assignments 20 %
- Group discussion and analyses 15 %
- Instructor's evaluation of Participation: 5 %

This grade may be measured using input both from your group peers and from my own observation of your participation in class. Mere attendance will NOT earn you an "A" for this part of your total grade, though attendance is important. An "A" student for this purpose contributes frequently to class discussions, pulls his or her weight on in-class team discussions, and is responsive to my questions in class. Students that simply show up for class can expect to earn a "70" or lower for the participation grade.

Expected Grading/Point System:

| | | | | | | | | |
|----|---|-------------|----|---|------------|---|---|------------|
| A | = | 94 % and up | B+ | = | 88 to 89 % | E | = | below 60 % |
| A- | = | 90 to 93 % | B | = | 84 to 87 % | | | |
| B- | = | 80 to 83 % | | | | | | |
| C+ | = | 78 to 79 % | D+ | = | 68 to 69 % | | | |
| C | = | 74 to 77 % | D | = | 64 to 67 % | | | |
| C- | = | 70 to 73 % | D- | = | 60 to 63 % | | | |

Some Guidelines:

1. We have approximately 40 hours of in-class time. Clearly, this is a limited resource. My best advice to you is to use it as effectively as you can along with your other resources – myself, the class as a whole, your group, the lab, library, text, etc... Ultimately, your grade depends on what you put in. I will do my best to expound, clarify, and stimulate interest in the material. We will go over every chapter in class prior to the quizzes, tests and cases based on the chapter(s).

2. I see my job as running the class for the benefit of those who make a sincere effort to learn. Consequently I will run the class assuming that each student has prepared adequately for class. This preparation is critical!!! My model for the class is a business meeting -- we have a limited amount of time and much to accomplish. We are all expected to contribute by 1) being prepared in terms of doing all required reading and analyses; 2) responding to and communicating with others; 3) being courteous and attentive to others.

To enliven the class discussion, I will call on students every class for comments, elaboration, answers, etc... I do not expect you to have mastered the material but I do expect some evidence that you have carefully gone over and thought about the material at home. If you have completed all reading and other assignments you should have no fear of being called on, even if your answer is wrong! I welcome the opportunity to clarify your understanding

of the material. The only thing that upsets me is demonstrated lack of preparation for the class. Such lack of preparation is unfair not only to yourself but to the rest of the class and will be reflected in a lower grade. My role in the class will be primarily to facilitate discussion, to provide a conceptual framework and stress major concepts, solve problems and illustrate application of the theory to actual cases.

3. I want you to learn the course material thoroughly. See me during my office hours at the first sign of difficulty. Also, at the beginning of each class (even if there's a quiz that day), feel free to bring up any question based on the previous class. If you are embarrassed to do this orally, leave me an anonymous note on my desk with the question you'd like me to answer.

4. It is important that you work not only on the course content but also on your oral and written skills, both of which are a major part of this course! Present oral and written arguments and explanations clearly. As a capstone, senior-level course, you may expect that this course will pay much more attention to understanding, reasoning and writing than the typical business course. The tests and the assignments will both involve a lot of careful and original writing and analysis. I will assume that you can read and write competently and are familiar with the principles of argument and rhetoric. While you can obtain remedial help from the Learning Skills center in Cooper Hall and from me, you will require substantial time and energy commitments to make your writing shine.

5. In the rare event that you miss class, it is your responsibility to get the notes, handouts, homework from another student or myself (during office hours) and familiarize yourself with them prior to class.

In summary: to get a good grade, you must be prepared to

- read the assigned text and handouts carefully and critically
- attend all classes and group meetings; work responsibly within your group
- actively prepare for and participate in class and group meetings
- see me as soon as possible for assistance

Rules and Regulations:

1. Any form of academic dishonesty (cheating, plagiarism, etc...) will be dealt with severely. Penalties may include failure in the course and dismissal from the Department and the College. Please see the College Handbook for clarification on the academic policy guidelines.

Cheating and plagiarism policy (From the SUNY Brockport faculty handbook):

THE POLICY ON STUDENT ACADEMIC DISHONESTY

Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of a course, as well as in a range of disciplinary actions,

from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges. Violations of academic honesty include, but are not limited to, the actions described in Section I. Published divisional unit and/or individual policies will address additional circumstances unique to specific academic area(s).

675.02 Definitions of Academic Dishonesty

1. Plagiarism: Presenting as one's own words, ideas, or products of another without providing a standard form of documentation, such as footnotes, endnotes, or bibliographic documentation.
2. Fabricating facts, statistics, or other forms of evidence in papers, laboratory experiments, or other assignments.
3. Presenting someone else's paper, computer work, or other material as one's own work.
4. Writing, or attempting to write, an examination, paper, computer work, or other material for another student; allowing someone else to take one's examination.
5. Buying and selling of examinations: Possession of examinations or answers to examinations without permission of the instructor.
6. Using "cheat sheets," looking onto another's paper, or talking to someone other than the instructor or proctor during an examination, without the instructor's permission.
7. Failing to follow the rules of conduct for taking an examination as stipulated by the instructor prior to the examination or as stated by him/her in a written course syllabus.
8. Presenting work for which credit has been received or will be received in another course without the consent of the instructor(s).
9. Forging of official College documents, which includes, but is not limited to, grade sheets, change of grade forms, and transcripts.

2. Your assignments will be graded on content, originality, presentation and neatness. I will penalize spelling and grammatical errors or other evidence of sloppy work. All assignments must be typed, neat and stapled, with page numbers. Do not use any folders, or binders except for documents over 20 pages. Assignments must be turned in on time -- at the beginning of class. None will be accepted late, except for well-documented illness or emergency! Note that computer or printer failure is not a valid excuse. As a professional, you need to back up your work often, and complete work ahead of the deadline in order to guard against computer/printer failure.

I reserve the right to change the assignment once we have discussed it in class! If you miss a class, you may not miss the work for the next class! Call a colleague to find out the assignment that's due.

3. Answers on tests and quizzes must be complete, neat, must show all work, and use careful

and precise language. Failure to follow these directions will result in a lower grade.

4. Make-up exams will not be given except in cases of well-documented illness (a note saying you were “seen” by health services is not enough) or emergency. I must be notified prior to the exam! Make sure that you do not schedule social (e.g. weddings, spring break, etc...) or business trips during exam times! Incomplete grades are given only under very rare circumstances of documented, genuine hardship, not just because you have fallen behind. If you need to drop or withdraw the course, please make sure that you do so by the official college drop date.

5. Any attempt at cheating on the exams, class preparation or assignments will result in severe disciplinary action, including likely failure for the course or worse! See the College documentation on cheating if you are not sure what the College policy is.

6. Students are required to deport and conduct themselves in a professional manner in class. Inappropriate conduct or disruptive behavior, including habitual late entry, leaving class early except for serious emergencies, talking to other students, reading newspapers, magazines, doing work unrelated to the class, etc... will be noted publicly at my discretion in class. The students responsible may be asked to leave, will lose points for class participation, and students' names will be forwarded to appropriate university personnel if the behavior persists. Please leave all cell-phones and other electronic devices turned off during class.

7. There will be no “special cases” in this class. For example, do not approach me at the end of the semester with the plea “I need a B to pass/graduate/get off suspension, etc...”. If you need a certain grade, you need to note this at the beginning of the semester and work hard to earn it.

8. Please see me ASAP for any help you may need. You do need to document however, that you have put in effort before you come in to see me. For example, if you miss a class, I expect you to get the notes from another student and go over them before you come for help.

9. I may cite examples of student work in class in order to advance student learning.

Attendance is assumed as a basic requirement of the class. So is showing up for class ON TIME. You'll be permitted (2) tardy arrivals, but each tardy arrival thereafter will count as an absence. Please don't come to class late.

OTHER COLLEGE POLICIES

Students with special needs:

I would appreciate hearing from anyone in this class who has a special needs, which may be

the result of a disability. I am reasonably sure we can work out whatever arrangement is necessary, be it special seating, testing, or other accommodation. See after class, or during my office hours, as soon as possible.

Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Cell Phone Policy:

Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in Your Right To Know.”

Religious Holidays:

If you are unable to attend class because of your religious beliefs, you will be allowed to make up the work, per University Policy. My own requirement (NOT in conflict with University policy) is that I be notified at least one class in advance, and that we meet beforehand, to decide upon make up work.

Individual Discussion in class:

Just showing up for class earns you only a “C” for this component of your final grade. You must contribute in order to earn a higher grade than “C”. [Team assignments will also, of course, be evaluated separately, and students will receive grades on them as a team. I bring up team in-class discussion here only to point out that teams are expected to make meaningful contributions to the learning environment while in class.]

Topical Schedule

(Each topic is assigned approximately one session)

| | |
|----|--|
| 1 | Financial Statements (balance sheet, income statement, statement of cash flows)): analysis of components, structure and interrelationships (1.5 sessions) |
| 2 | Financial Ratio Analysis: ratio categories, trend and cross-sectional analyses, caveats. |
| 3 | Financial planning concepts and techniques. |
| 4 | Financial forecasting concepts and techniques. |
| 5 | Time value of money concepts and techniques: future values, present values, annuities, net present value concepts and applications. (1.5 sessions) |
| 6 | Discounted cash flow analysis and valuation: basic valuation model, applications to net present value, profitability index, internal rate of return. |
| 7 | Capital budgeting: estimation and valuation of investment project cash flows; weighted-average cost of capital calculations. (2 sessions) |
| 8 | Cost-volume-profit analysis. |
| 9 | Operational planning and budgeting and cost allocation systems. |
| 10 | Risk, return, diversification and asset pricing concepts. |

Notes:

- Exams will be evenly spaced over the class meeting schedule, as will assignments for the most part.
- There will be a final exam during the final exam period or last class for summer/winter session classes.

PSI 603
Applied Quantitative Analysis for Math and Science Professionals

Dr. Mihail Barbosu

Office: 115B Hartwell Hall
The College at Brockport
Brockport NY 14420

Direct phone: 585-395-5675
Email: mbarbosu@brockport.edu

Office hours: TBD (at least 4 hours a week)

Web assistance: Please check the ANGEL (angel.brockport.edu) site for notes, handouts, and postings.

Teaching Objectives:

The course is intended to develop necessary knowledge in applied quantitative analysis in professional science Master's students. Since applied quantitative analysis (principally applied statistics and operations research) underlies key decisions and reporting in scientific and engineering enterprises, this knowledge is essential for future development as practicing science and engineering professionals who may have taken at most a single statistics course in their undergraduate programs.

Course topics include review of data types and distributions, classification and presentation, descriptive statistics and correlations, design of experiments and surveys, hypothesis testing, goodness of fit, ANOVA, applied multiple regression analysis, quality control statistics, selected topics in queuing theory and mathematical programming.

The content coverage is reinforced by mandatory projects that involve the analysis of relevant statistical and operational data acquired from primary and secondary sources. Course utilizes integrative case studies and the use of Excel and commercial statistical packages (e.g. SPSS) for data analyses. It also stresses professional communication including the enhancement of technical writing skills, case analyses and individual and team reports.

Pre-requisite and Co-requisite requirements for this course:

- At least one previous college-level statistics course; some familiarity with Microsoft Excel.
- Since the course material is new to most of you, however, you need to be prepared to work hard, and contribute positively to the class experience and to any formal and informal groups you may be assigned to.

Support:

Please see me at the earliest sign of difficulty. I welcome you to stop by my office for help with this course, career advice, or just to chat. I am also glad to review any practice answers that you wish me to grade. However, I will not review an entire class during my office hours if you have missed it (you need to get the notes from a peer, and I will be happy to answer specific

questions). I will also not pre-grade assignments by “checking” your answers before you turn them in (I will, of course, be happy to clarify any questions you have on the assignments). Finally, I will not answer detailed questions via email; if you have such questions please raise them in class or office hours.

Course Textbooks:

1. Applied Statistics for Engineers and Scientists: Using Microsoft Excel & Minitab by David M. Levine, Patricia R. Ramsey, and Robert K. Smidt Weston (Prentice-Hall, 2001) ISBN: 0134888014.
2. Statistics, Data Analysis & Decision Modeling by James R. Evans (Prentice-Hall, 4th ed., 2010) ISBN: 0136066003
3. Industry Immersion Learning Real-Life Industry Case-Studies in Biotechnology and Business, by Lisbeth Borbye, et al, ISBN: 978-3-527-32408-8 NOTE: This book will be used across all three plus courses, please retain this text.

Note that I hope to supplement textbook coverage of course topics by utilizing lecture, class discussion and case analyses along with group participation. Computer demonstrations of financial analysis techniques using Microsoft Excel and SPSS or Minitab, multimedia demonstrations and guest speakers may be used as appropriate.

Grade Components: Students will be assigned letter grades on the basis of:

- 3 to 6 Unit Exams (averaged) 60 %
- Individual presentations and preparation for in-class assignments 20 %
- Group discussion and analyses 15 %
- Instructor’s evaluation of Participation: 5 %

This grade may be measured using input both from your group peers and from my own observation of your participation in class. Mere attendance will NOT earn you an “A” for this part of your total grade, though attendance is important. An “A” student for this purpose contributes frequently to class discussions, pulls his or her weight on in-class team discussions, and is responsive to my questions in class. Students that simply show up for class can expect to earn a “70” or lower for the participation grade.

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| B- | = | 80 to 83 % | | | | | | |
| C+ | = | 78 to 79 % | D+ | = | 68 to 69 % | | | |
| C | = | 74 to 77 % | D | = | 64 to 67 % | | | |

C- = 70 to 73 %

D- = 60 to 63 %

Some Guidelines:

1. We have approximately 40 hours of in-class time. Clearly, this is a limited resource. My best advice to you is to use it as effectively as you can along with your other resources – myself, the class as a whole, your group, the lab, library, text, etc... Ultimately, your grade depends on what you put in. I will do my best to expound, clarify, and stimulate interest in the material. We will go over every chapter in class prior to the quizzes, tests and cases based on the chapter(s).

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3. I want you to learn the course material thoroughly. See me during my office hours at the first sign of difficulty. Also, at the beginning of each class (even if there's a quiz that day), feel free to bring up any question based on the previous class. If you are embarrassed to do this orally, leave me an anonymous note on my desk with the question you'd like me to answer.

4. It is important that you work not only on the course content but also on your oral and written skills, both of which are a major part of this course! present oral and written arguments and explanations clearly. As a capstone, senior-level course, you may expect that this course will pay much more attention to understanding, reasoning and writing than the typical business course. The tests and the assignments will both involve a lot of careful and original writing and analysis. I will assume that you can read and write competently and are familiar with the principles of argument and rhetoric. While you can obtain remedial help from the Learning Skills center in Cooper Hall and from me, you will require substantial time and energy commitments to make your writing shine.

5. In the rare event that you miss class, it is your responsibility to get the notes, handouts,

homework from another student or myself (during office hours) and familiarize yourself with them prior to class.

In summary: to get a good grade, you must be prepared to

- read the assigned text and handouts carefully and critically
- attend all classes and group meetings; work responsibly within your group
- actively prepare for and participate in class and group meetings
- see me as soon as possible for assistance

Rules and Regulations:

1. Any form of academic dishonesty (cheating, plagiarism, etc...) will be dealt with severely. Penalties may include failure in the course and dismissal from the Department and the College. Please see the College Handbook for clarification on the academic policy guidelines.

Cheating and plagiarism policy (From the SUNY Brockport faculty handbook):

THE POLICY ON STUDENT ACADEMIC DISHONESTY

Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of a course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges. Violations of academic honesty include, but are not limited to, the actions described in Section I. Published divisional unit and/or individual policies will address additional circumstances unique to specific academic area(s). 675.02

Definitions of Academic Dishonesty:

1. Plagiarism: Presenting as one's own words, ideas, or products of another without providing a standard form of documentation, such as footnotes, endnotes, or bibliographic documentation.
2. Fabricating facts, statistics, or other forms of evidence in papers, laboratory experiments, or other assignments.
3. Presenting someone else's paper, computer work, or other material as one's own work.
4. Writing, or attempting to write, an examination, paper, computer work, or other material for another student; allowing someone else to take one's examination.
5. Buying and selling of examinations: Possession of examinations or answers to examinations without permission of the instructor.
6. Using "cheat sheets," looking onto another's paper, or talking to someone other than the instructor or proctor during an examination, without the instructor's permission.
7. Failing to follow the rules of conduct for taking an examination as stipulated by the

instructor prior to the examination or as stated by him/her in a written course syllabus.

8. Presenting work for which credit has been received or will be received in another course without the consent of the instructor(s).
9. Forging of official College documents, which includes, but is not limited to, grade sheets, change of grade forms, and transcripts.
2. Your assignments will be graded on content, originality, presentation and neatness. I will penalize spelling and grammatical errors or other evidence of sloppy work. All assignments must be typed, neat and stapled, with page numbers. Do not use any folders, or binders except for documents over 20 pages. Assignments must be turned in on time -- at the beginning of class. None will be accepted late, except for well-documented illness or emergency! Note that computer or printer failure is not a valid excuse. As a professional, you need to back up your work often, and complete work ahead of the deadline in order to guard against computer/printer failure.

I reserve the right to change the assignment once we have discussed it in class! If you miss a class, you may not miss the work for the next class! Call a colleague to find out the assignment that's due.

3. Answers on tests and quizzes must be complete, neat, must show all work, and use careful and precise language. Failure to follow these directions will result in a lower grade.
4. Make-up exams will not be given except in cases of well-documented illness (a note saying you were "seen" by health services is not enough) or emergency. I must be notified prior to the exam! Make sure that you do not schedule social (e.g. weddings, spring break, etc...) or business trips during exam times! Incomplete grades are given only under very rare circumstances of documented, genuine hardship, not just because you have fallen behind. If you need to drop or withdraw the course, please make sure that you do so by the official college drop date.
5. Any attempt at cheating on the exams, class preparation or assignments will result in severe disciplinary action, including likely failure for the course or worse! See the College documentation on cheating if you are not sure what the College policy is.
6. Students are required to deport and conduct themselves in a professional manner in class. Inappropriate conduct or disruptive behavior, including habitual late entry, leaving class early except for serious emergencies, talking to other students, reading newspapers, magazines, doing work unrelated to the class, etc... will be noted publicly at my discretion in class. The students responsible may be asked to leave, will lose points for class participation, and students' names will be forwarded to appropriate university personnel if the behavior persists. Please leave all cell-phones and other electronic devices turned off during class.
7. There will be no "special cases" in this class. For example, do not approach me at the end

of the semester with the plea “I need a B to pass/graduate/get off suspension, etc...”. If you need a certain grade, you need to note this at the beginning of the semester and work hard to earn it.

8. Please see me ASAP for any help you may need. You do need to document however, that you have put in effort before you come in to see me. For example, if you miss a class, I expect you to get the notes from another student and go over them before you come for help.

9. I may cite examples of student work in class in order to advance student learning.

10. Attendance is assumed as a basic requirement of the class. So is showing up for class ON TIME. You’ll be permitted (2) tardy arrivals, but each tardy arrival thereafter will count as an absence. Please don’t come to class late.

OTHER COLLEGE POLICIES

Students with special needs:

I would appreciate hearing from anyone in this class who has a special needs, which may be the result of a disability. I am reasonably sure we can work out whatever arrangement is necessary, be it special seating, testing, or other accommodation. See after class, or during my office hours, as soon as possible.

Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Cell Phone Policy:

“Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in Your Right To Know.”

Religious Holidays:

If you are unable to attend class because of your religious beliefs, you will be allowed to make up the work, per University Policy. My own requirement (NOT in conflict with University policy) is that I be notified at least one class in advance, and that we meet beforehand, to decide upon make up work.

Individual Discussion in class:

Just showing up for class earns you only a “C” for this component of your final grade. You must contribute in order to earn a higher grade than “C”. [Team assignments will also, of course, be evaluated separately, and students will receive grades on them as a team. I bring up team in-class discussion here only to point out that teams are expected to make meaningful contributions to the learning environment while in class.]

Topical Schedule (Each topic is assigned approximately one session)

| | |
|----|--|
| 1 | Data types and approaches to data analysis. |
| 2 | Summarizing and describing data and data relationships: univariate and multivariate descriptive statistics, graphical presentation of data and relationships, cross-tabulations. |
| 3 | Design of experiments in science and engineering. |
| 4 | Data and sampling distributions; hypotheses testing. |
| 5 | Correlations, ANOVA, goodness of fit analyses (1.5 sessions) |
| 6 | Simple regression models including tests of regression assumptions (1.5 sessions) |
| 7 | Multiple regression analyses and modeling including tests of assumptions (1.5 sessions) |
| 8 | Statistics for quality control and six-sigma analyses, process control charts. |
| 9 | Introduction to applied mathematical programming (2.5 sessions) |
| 10 | Applied queuing theory. |

APPENDIX 3

Curriculum Vitae of Instructors for the Certificate Courses

- | | |
|-------------------------|---------|
| 1. Dr. Susan Stites-Doe | PSI 601 |
| 2. Dr. James Cordeiro | PSI 602 |
| 3. Dr. Mihail Barbosu | PSI 603 |

SUSAN STITES-DOE, PH.D.

Dean of Graduate Studies
Professor
S.U.N.Y. College at Brockport
2105 Morgan Hall
Brockport, New York 14420
585-395-2525 585-395-2515 (FAX)

EDUCATION:

- Ph.D. State University of New York at Buffalo February, 1995
School of Management
Major area: Organizational Behavior
Minor area: Quantitative Methods
Dissertation Topic: Leader-Involved Organizational Socialization: A Field Study of
the Impact of Leader Socialization On Employee Attitudes and
Performance
Dissertation Chair: James R. Meindl
- M.B.A. Pace University, New York, New York. 1984
Major area: Marketing Management
Recipient of G.T.E., Colgate Palmolive Fellowships, both competitive. Research
assistant.
- B.S. State University of New York at Plattsburgh, Plattsburgh, N.Y. 1979
Major area: Marketing
Minor area: Communications
Recipient of Wall St. Journal Award for Outstanding Academic Achievement.

PROFESSIONAL CERTIFICATION:

- Harvard Institute for Management and Leadership in Education (MLE) 2004
Two-week program is designed to encourage college administrators to focus on personal
leadership development and on new strategic choice available to their organizations, e.g.,
new curricula, new modes of delivery, new alliances, and more diverse students.
- Certificate in International Human Resource Management 2001
Awarded by University of Colorado CIBR center, following completion of a one-week
course attended in June, 2001. The course was underwritten by a grant from the U.S.
Department of Education, Title VI, secured by the SUNY Brockport International Institute.
- Certificate in International Business 1996
Sponsored by the International Business Council, Greater Rochester Chamber of Commerce.

Dale Carnegie Program, Basic Course

1996

Participated in program to provide enhanced skills in interpersonal training, for course development and management area program enhancements for Department of Business Administration, SUNY Brockport.

RESEARCH INTERESTS:

Leadership and culture sharing; Organizational socialization; Compensation strategy and associated outcomes; Post-Decisional regret and job entry/career choice; Organizational and work unit effects of gender and age diversity; Work place discrimination; CEO Reputation.

PRACTITIONER ORIENTED SCHOLARSHIP:

Member of the Commission on the Future of Graduate Education, co-sponsored by the Educational Testing Service and the Council of Graduate Schools. Research report to be presented in Washington, DC in April, 2010. 15-member blue ribbon panel is composed of campus chancellors, presidents, provosts, graduate deans, faculty, and industry partners at the CEO, COO level.

Recipient of Fulbright Senior Specialist fellowship grant, 10/06 and 4/07. Academic host: Debrecen University, Debrecen, Hungary. Worked with faculty and administrators in Hungary to explore Master's program quality indicators and administration, given the Bologna process changes in the Hungarian system of higher education. Also lectured and observed classes in progress and met with student groups.

Member of Technical Advisory Committee for the General Test of the GRE, Educational Testing Service (2003 to 2009).

11-member committee guides the research activities and product development of the GRE General Test. Responsible for reviewing research proposals, suggesting modifications in approach, content, and scope. Provide guidance on test and item validity. Selected to represent the comprehensive college sector and to bring a new perspective to the appropriate use and design of tests for professional Master's programs.

Educational Testing Service: GRE Division (2004)

Engaged in research for GRE division. Involved in sample selection and interface with online consulting firm. Organized local focus groups. Presented findings to GRE key staff members.

Eastman Kodak Company (2002)

Variety of research projects under general consulting contract.

Employee Attitude Study: Valley Manor Senior Living Center (2000)

Interviewed employees and key administrative staff members to assess needs. Developed and administered survey to all employees while maintaining anonymity. Reported findings to senior administrators and recommended actions.

Faculty in Residence Eastman Kodak Company (Spring 1999)

Conducted Benchmarking Study and Best Practice Report for Director of Diversity, Kodak Park Site, Rochester, New York.

PUBLICATIONS:

JOURNAL ARTICLES, REFEREED BOOKS AND CHAPTERS:

- Romal, Jane, Susan Stites-Doe (2006). Factors Affecting Small Accounting Firms' Newcomer Retention. Accepted for publication in The National Accounting Journal.
- Comer, Debra, Susan Stites-Doe (2006). Antecedents and consequences of faculty women's balancing of their academic and parental roles. Accepted for publication in the Journal of Family and Economic Issues.
- Pillai, Rajnandini, Susan Stites-Doe, Glen Brodowsky (2004). Presidential scandal and leadership: A natural laboratory test of the resiliency of President Clinton's transformational leadership during the impeachment crisis. Journal of Applied Social Psychology vol. 34, no. 6, pp. 1109-1130(22).
- Pillai, Rajnandini Susan Stites-Doe (2003). Teaching Leadership: Innovative Approaches for the 21st Century, published by Information Age Publishing, Inc. (Greenwich, CT).
- Stites-Doe, Susan (2003). On teaching gender and leadership. A chapter in Teaching Leadership: Innovative Approaches for the 21st Century, Information Age Publishing, Inc. (Greenwich, CT).
- Waite, Melissa, Susan Stites-Doe, and James Cordeiro (2003). Attitudinal and Behavioral Consequences of Removing Performance Appraisal and Merit Pay. Current Topics in Management, volume 8. Editors: M. Afzalur Rahim, Robert T. Golembiewski, & Kenneth D. Mackenzie. New Brunswick, NJ: Transaction Publishers.
- Waite, Melissa, and Stites-Doe, Susan (2001). Removing performance appraisal and merit pay in the name of quality: An empirical study of employees' reactions, Journal of Quality Management, 5(2), 1-30.
- Stites-Doe, Susan, James J. Cordeiro
(1999). An Empirical Assessment of the
Determinants of Bank Branch Manager
Compensation. Journal of Applied
Business Research.
- Stites-Doe, Susan, (1998). The One-Two Punch of Quality Culture, Individual Employee, and Bottom Line Performance Benefits. Management in Practice.
- Stites-Doe, Susan, Melissa Waite, Rajnandini Pillai (1998). The Office Makes a Difference: An Exercise on the Politics of Space, Journal of Private Enterprise.
- Cordeiro, James J., Susan Stites-Doe, Joseph Mason, and Chien Wang (1998). The Diffusion of ATMS in the U.S., 1973-1994: Implications for Bank Productivity. Journal of Engineering Valuation and Cost Analysis.
- Cordeiro, James, Susan Stites-Doe (1997). The Impact of Women Managers on Firm Performance: Evidence from Large U.S. Firms. International Review of Women and Leadership.
- Pillai, Rajnandini, Susan Stites-Doe, Dhruv Grewal, James Meindl (1997). Winning Charisma and Losing the Presidential Election. Journal of Applied Social Psychology.

Stites-Doe, Susan (1996). The New Story Behind Job Rotation, A Research Translation. Academy of Management Executive, April issue.

Miner, John B. and Susan Stites-Doe (1994). The Application of an Entrepreneurship Development Program to Economic Problems in the Buffalo, New York Area, chapter included in Human Dilemmas in Work Organizations, Strategies for Resolution, edited by Abraham K. Korman, Guilford Publications, I.O. Psychology Professional Practice Series.

OTHER PEDAGOGICAL PUBLICATIONS:

Stites-Doe, Susan, Waite, Melissa, Pillai, Rajnandini (2002). First Union Case: Lessons on the Politics of Space, included in Understanding & Managing Diversity, 2nd edition, Carol Harvey and M. June Allard (Eds.) Prentice Hall (New Jersey).

Stites-Doe, Susan, Gary P. Briggs (2001). Making Meetings Better. The Consultant's Toolkit, Edited by Mel Silberman, New York: McGraw-Hill.

Stites-Doe, Susan, and Gary P. Briggs (1999). Don't Waste My Time! The Art and Craft of Leading Problem-Solving Meetings. 1999 Team and Organizational Development Sourcebook, McGraw-Hill.

Stites-Doe, Susan (1998). Brockport Foundry: An experiential exercise in survey administration. In Joseph Seltzer and Dorothy Marcic (Eds.) Organizational Behavior, Experiences and Cases, Fifth Edition.

Stites-Doe, Susan and Melissa Waite (1995). Organizational Behavior, Instructor's Manual and Video Cases, 3rd Edition, to accompany Organizational Behavior, by Robert Vecchio. Fort Worth: Dryden Press.

Stites-Doe, Susan and Rajnandini Pillai (1993). A Studymate to Accompany: Strategic Human Resource Management by W.P. Anthony, P. Perrewe, and K. Kacmar, Dryden Press.

Stites-Doe, Susan (1991). Organizational Behavior, Instructor's Manual and Video Cases, 2nd Ed., to accompany Organizational Behavior, by Robert Vecchio, (1990). Chicago: Dryden Press.

FULL PAPERS IN CONFERENCE PROCEEDINGS:

Comer, Debra, and Stites-Doe, Susan (2001). The Impact of the Timing of Motherhood on Academic Women's Role Prioritization, published in the Proceedings of the 2001 Eastern Academy of Management meeting in New York, NY.

Waite, Melissa, Stites-Doe, Susan, and Cordeiro, James (2000). When performance management and compensation are strategically aligned: Test of a justice model. Published in the proceedings of the Association on Employment Practices and Principles Annual national

conference, held in New Orleans, Louisiana.

Stites-Doe, Susan (2000). Different Field, Same Game. Reflections of an Academic Soccer Mom. Proceedings of Eastern Academy of Management, 2000 meeting in Danvers, MA.

Stites-Doe, Susan (1999). "What do you want from me?" A group exercise on performance expectations. Proceedings of the 1999 Eastern Academy of Management Annual Meeting, Philadelphia, PA.

Stites-Doe, Susan, James J. Cordeiro (1998). CEO Personal Reputation and Compensation. Proceedings of the 1998 Southern Management Association.

Stites-Doe, Susan, and James J. Cordeiro (1998). An Empirical Assessment of the Determinants of Bank Branch Manager Compensation. Proceedings of the 1998 southern Management Association.

Stites-Doe, Susan, James J. Cordeiro, and Rajnandini Pillai (1996). A Field Study of the Relationship Between Charismatic Leadership and Organizational Performance. Proceedings of the 1996 Southern Management Association Meetings.

Stites-Doe, Susan and James R. Meindl (1993). Socialization and Post-Entry Regret: An extended view of Psychological Reactions to Organizational Entry and Membership. Full paper published in the Proceedings of the First Annual Organizational Studies Doctoral Student Conference.

Stites-Doe, Susan (1993). The Survey That Jack Built: A Lesson in Measuring Employee Attitudes (An Experiential Exercise). Proceedings of Eastern Academy of Management 30th Annual Meeting.

BOOK REVIEWS IN PRINT:

(1996) A Review of "Differences that Work, Organizational Excellence through Diversity", Edited by Mary C. Gentile, published by The Harvard Business Review Press. Journal of Organizational Behavior.

(1996) A Review of "Women and Leadership, A Contextual Perspective", by Karin Klenke, published by Springer Publishing Company. Journal of Management Systems.

CONFERENCE PRESENTATIONS AND ABSTRACTS IN PRINT:

Stites-Doe, Susan (2008). Strategic Assessment of Graduate Programs. Presented at the Council of Graduate Schools summer workshop in Vail, Colorado.

Stites-Doe, Susan (2008). Town Hall discussion on Master's Education. Presented at the Council of Graduate Schools summer workshop in Vail, Colorado.

O'Neil, Michael, and Susan Stites-Doe (2007). Smaller graduate school programs and the deans who manage them. Presented at the Council of Graduate Schools summer workshop in Cambridge, MA.

Robert Roer, Susan Guma, and Susan Stites-Doe (2006). Enrollment planning for Master's Institutions. Presented at the annual Council of Graduate Schools national meeting held in Washington, D.C.

Robert Roer, Susan Stites-Doe (2005). Enrollment planning for Master's Institutions. Presented at the annual Council of Graduate Schools national meeting held in Palm Springs, California.

Susan Stites-Doe, Robert Roer, and Leslie Sims (2004). Enrollment planning for Master's Institutions. Presented at the annual Council of Graduate Schools national meeting held in

Washington, D.C.

Waite, Melissa, Susan Stites-Doe, and James J. Cordeiro (2002). Attitudinal and Behavioral Consequences of Removing Performance Appraisal and Merit Pay. Presented at the ICAM conference by Melissa Waite.

Stites-Doe, Susan (2002). Evaluation and Assessment of SUNY Brockport Online Courses. Presented at the Beyond Chalk and Talk conference at SUNY Oswego.

Stites-Doe, Susan (2002). Sharpening the Saw: New Lessons in Online Feedback and Evaluation. Presented at the Conference on Instructional Technology, Oneonta, 2002.

Stites-Doe, Susan (2002). What's up with college students. (3) Presentations to New York State Association of Auxiliary Service Organization and the National Association of College Auxiliary Services in Myrtle Beach, South Carolina; Pittsburgh, Pennsylvania; and Brockport, New York.

Stites-Doe, Susan (2001). On teaching a course on women in management. Included in the 2001 Academy of Management symposium titled: Revitalizing Leadership Education: New Audiences and New Directions, Academy of Management meeting in Washington, DC.

Confessions of a NEW SLN instructor (2001). Panel member of SUNY College at Brockport group presenting at the 2001 CIT conference in SUNY Geneseo, May 31, 2001.

Power Tools for Women in Management, (2000). Presented at the 2000 Rochester Women's Network annual conference on women and power in the work force.

Stites-Doe, Susan (2000). Pleasures and Perils of Reel Learning: A Junior Faculty Perspective. Academy of Management Proceedings, 2000 meeting in Toronto, Canada.

Stites-Doe, Susan and Patricia Sorce (1999). Leading at the edge of the Corporate Tidal Pool. Presented at the 1999 Rochester Women's Network annual conference.

Pastore, Gregg, Molly Rock, Shawn Stalker, Susan Stites-Doe, and Jerald Weaver (1999). A Descriptive Evaluation of the Buffalo Bills' Marketing Practices. Presented at Scholar's Day at SUNY Brockport.

Stites-Doe, Susan, Melissa Waite, and Rajnandini Pillai (1997). The Office Makes a Difference: Lessons in the Politics of Space, An Experiential Exercise. Abstract in

- the Proceedings of the 1997 Association for Private Enterprise in Education conference, Washington, D.C.
- Stites-Doe, Susan, and Gary P. Briggs (1997). Don't Waste My Time! The Art and Craft of Leading Problem-Solving Meetings. Abstract published in Proceedings of the 1997 Organizational Behavior Teaching Society Conference (OBTC), held in Cleveland, Ohio.
- Stites-Doe, Susan, James J. Cordeiro, and Rajnandini Pillai (1996). A Field Study of the Relationship Between Charismatic Leadership and Organizational Performance, full paper published in the Proceedings of the 1996 Southern Management Association Meetings, New Orleans, Louisiana.
- Cordeiro, James J., and Susan Stites-Doe, (1996). The Diffusion of ATMS over the 1973-1994 period. Published in Proceedings of the XXVIII Annual Conference of the Decision Sciences Institute, November 1996, Orlando, Florida.
- Cordeiro, James J., Susan Stites-Doe, Charles Callahan, III, (1996). Job Placement Discrimination and Firm Performance, Abstract printed in the Proceedings of the Industrial Relations Research Association, 1996 Annual Meeting in San Francisco.
- Stites-Doe, Susan, and Steve Breslawski, Building Business Relationships: Starting Small and Thinking Big (1996). Abstract published in Proceedings of 1996 Organizational Behavior Teaching Conference (OBTC) held in Keene, New Hampshire.
- Stites-Doe, Susan, James Cordeiro, Rajnandini Pillai, and J. R. Meindl (1996). A Preliminary Investigation of the Precursors and Correlates of Regret Over Career and Organizational Entry. Abstract printed in National Academy of Management meeting proceedings, Cincinnati, OH, 1996.
- Stites-Doe, Susan and James J. Cordeiro (1996). Women Managers: The Impact on Firm Performance. Scholar's day presentation, SUNY Brockport.
- Stites-Doe, Susan, Rajnandini Pillai, James R. Meindl (1995). Leadership Style as a Predictor of Leaders' Acculturating Activity. Abstract published in the Proceedings of the 1995 Southern Academy of Management Conference in New Orleans, Louisiana.
- Cordeiro, James J., Susan Stites-Doe, and Charles Callahan, III, (1995). They're leveling the Playing Fields in U.S. Corporations. . . Does it Matter? A study of the impact of Women Managers on Firm Performance, Abstract published in the Proceedings of the 1995 Academy of Management Meetings, Vancouver, B.C. Paper also awarded finalist designation in Dorothy Harlow Best Paper competition.
- Mulvey, Paul, and Susan Stites-Doe (1995). The Mechanics of Landing the First Job. Presented at the Careers Division Pre-Conference Workshop on Career Management Skills and Strategies for a Changing Academic Environment, Abstract published in the Proceedings of the 1995 National Academy of Management Meeting in Vancouver, British Columbia.

Waite, Melissa, Susan Stites-Doe, and Frank J. Krzystofiak (1995). Disconnecting Performance from Assessment and Rewards. Abstract published in the Proceedings for the 1995 Academy of Management Annual Meeting, in Vancouver, British Columbia.

Pillai, R. and Susan Stites-Doe, chairs (1992). The Columbus Effect: New Directions and Unexpected Findings in Leadership Research, a symposium. Abstract published in the Proceedings of the 1992 Academy of Management Meeting, Las Vegas, Nevada.

Stites-Doe, Susan (1992). The Socialization of Female Doctoral Students. Presented at Eastern Academy of Management symposium in Baltimore, Maryland. Abstract published in Proceedings of Eastern Academy of Management 29th Annual Meeting.

TEACHING AND ADMINISTRATIVE EXPERIENCE IN HIGHER ED:

Full Professor: 2005 to present
State University of New York at Brockport, Brockport, New York.

Lecturer, University of Buffalo School of Management 2005 - 2010

Executive MBA program collaboration with Singapore Institute of Management.

Executive MBA program for Motorola, Beijing, China 2008

Course: Organizational behavior and theory.

Dean of Graduate Studies Fall, 2002 to Fall, 2009

State University of New York at Brockport, Brockport, New York.

Leadership of graduate council, administration and oversight of 27 graduate programs, graduate admissions, an extension site in Rochester, N.Y., grants office, McNair Program.

Associate Professor: Fall, 2000 - 2005

State University of New York at Brockport, Brockport, New York.

Courses: Strategic Management, Management Skills, Organizational Behavior

Assistant Professor: Fall, 1994 – Spring, 2000

State University of New York at Brockport, Brockport, New York.

Courses: Strategic Management, Management Skills, Organizational Behavior, Organizational Theory.

Lecturer: 1985 - 1990

State University of New York at Brockport, Brockport, New York.

Courses: Organizational Behavior and Principles of Marketing.

Lecturer: 1998

Rochester Institute of Technology, College of Business.

Courses: A Seminar on Women in Management (Graduate Level).

HONORS:

- 2001 SUNY Chancellor's award for excellence in teaching.
- Invited guest at American Association of Retired Persons (AARP) annual Textbook Author's Conference 1994, 1995, 1996, 1997. One-day conference on age-related issues, invitation only, in Washington, D.C. to highlight concerns of the over-50 work force
- Nominated for Dorothy Harlow Award, Women in Management Division of Academy of Management, based on 1995 submission to Annual Meeting.
- Nominated to attend 1993 Academy of Management OB/OD/OMT Doctoral Consortium.
- Nominated for the 1994 Richard D. Irwin Doctoral Student Research Fellowship.
- Recipient of the 1992 Joseph Alutto Fellowship, University at Buffalo. Competitive award earned in support of research activities.
- Who's Who Among Students in American Universities and Colleges, 1992.
- Research Assistant, 1990 to 1994: Elizabeth Goodrick, James R. Meindl.

PROFESSIONAL SERVICE:

Member of Educational Testing Service GRE Full Board: 2009 – 2011
Member of Educational Testing Service TOEFL Board: 2009-2010
Member of Council of Graduate Schools Board of Directors: 2008-2009
Educational Testing Service, GRE Board Services Committee: 2005 to 2010
Educational Testing Service and Council of Graduate Schools Master's Advisory Panel:
2004 - 2008

Ad Hoc Reviewer/ Journals:

Group and Organization Management, 2005
Academy of Management Review, 1994 - 1999,
Academy of Management Journal, 1994 - 1998.

Board of Governors, Newsletter Editor: Eastern Academy of Management, 1995 - 1997.
Associate Editor:

Careers Division Forum, newsletter published by the Careers Division of the
Academy of Management, 1991 - 1997.

Placement Committee Member, Eastern Academy of Management: 1994 - 1997.

Program Committee Member, Academy of Management:

Organizational Behavior Division, 1997

Program Committee Member, Eastern Academy of Management: 1995 - 1997.

Reviewer/ Conferences:

Academy of Management, 1993 - 1997.
Academy of Business Administration Global Trends Conference, 1994.

American Management Foundation, and The Association on Employment Practices
and Principles Joint Conference, 1993.
Eastern Academy of Management, 1994, 1998.
The First Annual Organizational Studies Student Conference, 1993.
Session Chair: Academy of Management, 1996.
Session Discussant: Academy of Management, 1993, 1994.

SERVICE TO THE COLLEGE COMMUNITY:

College-wide:

2005-2009 Chair of Professional Science Master's Advisory Council
2009 Chair of the Online Course and Hybrid Course policy committee
2002-2009: Represent campus at Council of Graduate Schools meeting
2001-2009: Board member, BASC (Brockport Auxiliary Services Corporation)
2002-2009: Member of Enrollment Strategies Committee, Enrollment Task Force
2002-2009: Member of Facilities and Planning Committee
2002-2004, 2006: Chair of Academic Advisement Award Committee
2002-2007: Pro-tem Chair of Graduate Council, and the Graduate Education Committee
2002-2003: Facilitator of Ad hoc committee to study Graduate Assistantship processes
2003-2004: Member of search committee for Program Director of Greater Rochester
Collaborative Master's in Social Work.
2002-2006: Principle architect of Davenport Hatch grant award design and implementation.
Developed colloquium for all faculty and staff, designed competitive program
for course releases for (4) faculty, distributed (3) laptops and LCD projectors
for use in schools.
2002-2007: Academic Priorities Committee (APC) member
2002-2003: Periodic Program Review (PPR) Committee member
2002-2003: Strategic planning committee number 1: Who will we teach?
2002-2003: Deans' Council, Academic Council, Provost Council member
2002-2003: Accreditation team member:
NCATE (Professional Education Unit), CSWE (CAC), AACSB
2002-2009: Member of Web Page Redesign Committee (three different groups)
2002-2009: Member of college calendar committee
2001-2002: Member, Laptop university committee
2001-2002: Search committee member: Vice President of Finance
2001-2002: Co-Chair, Middle States accreditation team, Published materials committee.
1999-2000: Member, Affirmative Action Advisory Committee, appointed by President Yu
1995-2000: Scholarly Incentive Award Committee member (distribute \$20-25,000 annually)
1998: Theoretical, Applied, Creative Scholarship (TACS) committee:
Team of five SUNY Brockport staff and faculty organized to enhance and encourage
faculty/student undergraduate research and scholarly endeavors. Attended National
Council of Undergraduate Research workshop, Asheville, N.C.
1998: Faculty Development presentation: How to Get Published.
1995-1998: Military Science Advisory Council member

Department Activities and Committees:

- 2001-2002: Member, Appointments, Promotions and Tenure committee
- 1999-2000: Co-Chair of Strategic Planning Committee
- 1997-2001: Management Area Coordinator.
- 1998: Presentation to Accounting Majors: How to Dress For Success.
- 1995-2000: President and founder of Brockport chapter Sigma Beta Delta, honor society.
- 1995-1998: Curriculum committee member.
- 1997-1998: Graduate school liaison, Clarkson University and RIT.
- 1995-1996: Recruitment & Retention committee, Monroe Community College liaison.

Student Interaction, Student Organizations:

- 2000-2001: Sam Walton Fellow, Students in Free Enterprise. Invested over 200 hours building and working with students in service learning projects.
- 1994-1998: Coordinator and Host of 2-8 (per academic year) Executive Receptions with Rochester area business executives and 6-8 students.
- 1995-1998: Co-founder and ad-hoc advisor to THE NETWORK, the SUNY Brockport Business Club (organize 8-10 speaking events annually, weekly meetings.)

CONSULTING EXPERIENCE:

- Team-Building and Interpersonal Relations Workshop 1993
- Developed, instructed series of twelve training sessions for small Western New York manufacturing firm, assisted in two additional sessions on leadership training. Program was designed to facilitate cultural change and teamwork. Sponsored by The Center for Industrial Effectiveness (T.C.I.E.), University at Buffalo.

PROFESSIONAL EMPLOYMENT:

- Product Manager. 1987
Rochester Community Savings Bank, Rochester, N.Y.
Management of checking, savings instruments. Marketing planning, sales tracking and analysis, systems analysis and development.
- Market Development Specialist, Market Research Analyst. 1985 - 1987
First Federal Savings and Loan Association of Rochester, Rochester, N.Y.
Survey design, implementation, and analysis. Site location analyses, product research, branch evaluations, market development.
- Marketing and Research Analyst. 1980 - 1982
Plattco Corporation. Plattsburgh, N.Y. Market research and development, public relations, lead generation, sales tracking and forecasting.
- Direct Sales. 1979 - 1980
Paul Revere Life Insurance Company. Burlington, Vermont. Disability, Life Insurance lines.

PROFESSIONAL AFFILIATIONS:

- Academy of Management (1995-2002): Policy and Strategic Management, Organizational Behavior, Organization and Management Theory, Careers, Management Education, Women in Management divisions.
- Eastern Academy of Management: 1995 - 1997 Newsletter Editor, Member of Program Committee for 1996, 1997 conferences.
- Organizational Behavior Teaching Society member, 1992- 2001.

COMMUNITY SERVICE:

Board Member, Brockport Child Care Center. 1988 - 1992

Long Range Planning Committee chair, procedures committee. Authored and received \$10,000 grant from New York State agency for expansion of Center.

Board Member, Foodlink. 1986 - 1989

Developed text for capital fund drive document that generated \$250,000 in funding.
Developed member orientation package.

GRADUATE SCHOOL COLLEGIATE ACTIVITIES:

Chair, 1992 School of Management Career Forum, University at Buffalo. 1992
"Publishing: Breaking In and Building a Game Plan", forum included a panel of eight faculty speakers.

Representative on the University at Buffalo Ph.D. Committee 1993 – 1994

Newcomer Action Committee. 1991 - 1994
Founder and principal caretaker of volunteer group whose mission is to help new Ph.D. students adjust to the University, the Buffalo area, and their academic departments.

Secretary, U.B. School of Management Ph.D. Association. 1990 - 1991

SUMMARY OF DOCTORAL COURSE WORK/ ACQUIRED SKILLS:

Methods/Quantitative Analysis:

Statistical Analysis: OLS diagnostics and interpretation, measures of dispersion, etc.

Advanced Statistical Analysis: Factor Analysis,
Logistic Regression, Matrix Algebra, etc.

Research Methods: The Regression Model

Research Methods: Anova, Correlation, WABA, etc.

Research Methods for the Social Sciences
Measurement in Educational Psychology

Statistical Software:

SAS (pc, mainframe), SPSS (pc,
mainframe), LIMDEP (pc, mainframe),
LISREL

Topical Seminars:

Decision Making and Theory

Organizational Theory

Strategy and Entrepreneurship

Organizational Culture

Theories of Organization

Macro Organizational Behavior/Human Resources
Professional Seminar

Micro Organizational Behavior/Human
Resources Professional Seminar

Selection and Development

James J. Cordeiro

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The College at Brockport
Brockport, NY 14420
Phone: (585) 395-5793
Fax: (585) 395-2542
E-mail: jcordeir@brockport.edu

5137 Redman Road
Brockport, NY 14420
(585) 637-5732

Education

Ph.D. 1994 Management Systems (with emphasis in Strategic Management and minors in Applied Economics/Finance), State University of New York at Buffalo

Doctoral Dissertation: "A Study of the Relationships Between Chief Executive Officer Compensation, Risk and Diversification Strategy."

MBA 1982 Specialty in Finance, Management Information Systems
University of Rochester, Simon School of Management

B.Sc. 1979 Microbiology and Chemistry
University of Bombay, Bombay, India, St. Xavier's College

Professional Seminars and Certification

- Art and Craft of Discussion Leadership, Harvard Business School, 2009
- Faculty Development in International Business, University of South Carolina, 2001
- Master Teacher's Program, Georgia State University, 2000
- Business, Ethics and Religion, Yale University, 2000
- Project Management, Rochester Chamber of Commerce and SUNY Brockport, 1998
- International Business, Rochester Chamber of Commerce and SUNY Brockport, 1997

Employment

| | |
|----------------|--|
| 2006 - Present | Professor, Business Administration and Economics State University of New York at Brockport, Brockport, NY |
| 1999 – 2006 | Associate Professor 2004 SUNY Chancellor's Award for Excellence in Teaching Recipient |
| 1983 – 1999 | Assistant Professor, Business Administration and Economics State University of New York at Brockport, Brockport, NY |
| 1982 - 1983 | Adjunct Professor of Computer Systems Northampton County Area Community College, Bethlehem, PA |
| 1979 - 1980 | Systems Consultant, Cybercom, Bombay, India |

Courses Taught: Strategic Management (BUS 475), Principles of Finance (BUS 325), Corporate Financial Policy (BUS 422)

Other Relevant Academic Experience:

January 2008: Co-taught graduate-level class on “Greening the Corporation (MGMT 5505)” with Prof. Joseph Sarkis at Clark University, Worcester, MA

July 2008-August 2008: Visiting Research Scholar (Strategic Corporate Environmental Management), BRASS Institute, Cardiff University, Cardiff, Wales (position funded in part by a competitive ESRC (Economic and Social Research Council) grant, UK)

Other Professional Appointments

- 2009 – Present Editorial Board: Strategic Management Journal (Wiley Publishers)
- 2006 – Present Editorial Board: Management Research News (Emerald Publishers)
- 1997 – Present Fellow: Corporate Governance Center, Kennesaw, GA.

Competitive Fellowships

- ESRC (Economic and Social Research Council of the UK), 2008
- European Commission (MESPOM – Erasmus Mundus Fellow), 2009-2010

Research Interests:

Executive and director compensation; corporate governance; strategic environmental management, corporate reputation; performance management

Forthcoming Book:

“Sustainability and Innovation” co-edited with J. Sarkis (Clark University) and D. Vazquez (Cardiff University) -- Springer Publishers (2009)

Published Refereed Journal Articles

1. (with J. Sarkis) A Data Envelopment Analysis Model of Win-Win Opportunities in the Electric Utility Industry, Journal of the Operations Research Society, (forthcoming 2009)
2. (with J. Sarkis) Explicit contracting as a determinant of the linkage between environmental performance and executive compensation, Business Strategy and the Environment (forthcoming 2008)
3. (with J. Sarkis, Q. Zhu, and M. Lai) “Firm-level Predictors of Emergent Green Supply Chain Management Practices in the Chinese context” Omega – the International Journal of Management Science (2007 Special Issue on Logistics: New Perspectives and Challenges), Vol 36, Issue 4, August 2008, pp 577-591
4. (with R. Veliyath, J. Romal) “Moderators of the Relationship between Director Stock-based Compensation and Firm Performance”, Corporate Governance – An International Review, Vol15, Number 6, November 2007, pp. 1384-1393
5. (with J. Sarkis) “Why do some firms link environmental performance to executive compensation? Does it matter?” Academy of Management 2007 Best Paper Proceedings.
6. (With P. Mukherjee, D. Kent) “Non-parametric Assessment of CEO Compensation”. Management

Research News, Vol 29, No 5, 2006

7. (With R. Veliyath, D. Neubaum) "Incentives for Monitors: Director Stock-Based Compensation and Firm Performance" *Journal of Applied Business Research*, Vol 21, 2 (81-90). 2005
8. (With M. Waite and S. Stites-Doe) "Attitudinal and Behavioral Consequences of Removing Performance Appraisal and Merit Pay." *Current Topics in Management*, Vol. 8, 2003.
9. (With N. Rajagopalan) "Industry Discretion as a Determinant of Executive Compensation: A Multilevel Analysis," *Best Papers Proceedings of the Academy of Management*, 2003.
10. (With R. Veliyath) "Beyond Pay for Performance: A Panel Investigation of the Impact of Strategic and Governance Variables on CEO Compensation in US Firms" *American Business Review*, forthcoming, 2002.
11. (With J. Sarkis) "An Empirical Evaluation of Environmental Efficiencies and Firm Performance: Pollution Prevention Versus End-of-Pipe Practice," *European Journal of Operational Research*, Vol. 14, 2001, pp. 1 - 12.
12. (With R. Veliyath) "New Evidence on the Structuring of CEO Incentive Pay Ratios," *The Journal of Applied Business Research*, Vol. 17, No. 1, 2001, pp. 95 – 106.
13. (With D. Kent) "Do EVA Adopters Outperform Their Industry Peers? Evidence from Security Analysts Earnings Forecasts," *American Business Review*. June 2001.
14. (With E. Eramus and R. Veliyath) "An Empirical Investigation of the Determinants of Outside Director Compensation", *Corporate Governance: An International Review*, Vol. 8, No. 3, 2000, pp. 268-279.
15. (With R. Rakesh, R.C. Yadav, J. Sarkis) " The Strategic Implications of Flexibility in Manufacturing Systems," *International Journal of Agile Management Systems*, Vol. 2, No. 3, 2000, pp. 202 – 213.
16. (With S. Stites-Doe) "An Empirical Assessment of Bank Branch Manager Compensation," *Journal of Applied Business Research*, Vol. 15, No. 4, 1999, pp. 55 – 66.
17. (With S. Stites-Doe, J. Mason and C. Wang) "The Diffusion of Automated Teller Machines in the U.S., 1973 – 1994: Implications for Bank Productivity," *The Journal of Engineering Valuation and Cost Analysis*, (special issue on Information Technology and Productivity), Vol. 1, 1998, pp. 183 – 193.
18. (With J. Sarkis) "Environmental Proactivism and Firm Performance: Evidence from Security Analyst Earnings Forecasts," *Business Strategy and the Environment*, Vol. 6, 1997, pp. 104 – 114.
19. (With R. Sambharya) "Do Corporate Reputations Influence Security Analyst Earnings Forecasts?" *Corporate Reputation Review*, Vol. 1, No. 2, 1997, pp. 94 – 98.
20. (With S. Stites-Doe) "The Impact of Women Managers on Firm Performance: Evidence from Large U.S. Firms," *International Review of Women and Leadership*, Vol. 3, No. 1, 1997, pp. 1 – 20.

Papers under review

"Simultaneous DEA Evaluation of Goods and Bads in the Electricity Generation Industry"(with J. Sarkis) at *European Journal of Operational Research*.

“An Evaluation of Technical Efficiency and Managerial Correlates of Solid Waste Management by Welsh SMEs using Parametric and Non-Parametric Techniques” (with J. Sarkis, D. Vazquez, L. Frater, J. Dijkshoorn at Journal of the Operational Research Society.

Refereed Conference Publications (Full paper)

1. (with J. Sarkis,) “A Goods-Bads DEA Model of Joint Technical and Environmental Efficiency in the US Electric Utility Industry”, Decision Sciences Institute National Meetings, Baltimore, MD, (November 2008).
2. (with J. Sarkis) “Why do some firms link environmental performance to executive compensation? Does it matter?” “Best Papers Proceedings of the Academy of Management, 2007.
3. (With N. Rajagopalan) “Industry Discretion as a Determinant of Executive Compensation: A Multilevel Analysis,” Best Papers Proceedings of the Academy of Management, 2003.
4. (With S. Stites-Doe and M. Waite) “Attitudinal and Behavioral Consequences of Removing Performance Appraisal and Merit Pay, Proceedings of the 2002 International Conference on Advances in Management, Boston, MA.
5. (With S. Stites-Doe and M. Waite) “The removal of Performance Appraisal and Merit Pay: Test of an Organizational Justice Model,” Proceedings of 2000 Meetings of the Association on Employment Practices and Principles, New Orleans, 2000.
6. (With D. Kent and R. Trecartin) “The Impact of EVATM Adoption on Firm Performance: Evidence from Security Analyst Earning Forecasts,” Journal of Applied Business Research Conference, Puerto Vallarta, March 2000.
7. (With J. Sarkis and P. Mukherjee) “A Data Envelopment Analysis (DEA) Approach to Performance Assessment and Compensation of Chief Executive Officers of US Corporations,” Performance Measurement – Theory and Practice, Papers from the First International Conference on Performance Measurement, Cambridge University, UK, Vol. 1, 1998, pp. 247 - 253.
8. (With J. Sarkis) “An Investigation of the Relationship between Environmental and Financial Performance of Organizations,” Performance Measurement – Theory and Practice, Papers from the First International Conference on Performance Measurement, Cambridge University, UK, Vol. 1, 1998, pp. 255 - 262.
9. (With S. Stites-Doe) “CEO Personal Reputation and CEO Compensation,” Proceedings of 1998 Southern Management Association Meetings, New Orleans, LA, pp. 231 - 233.
10. (With S. Stites-Doe) “An Empirical Assessment of Bank Branch Manager Compensation” in Proceedings of 1998 Southern Management Association Meetings, New Orleans, LA, pp. 228 - 230.
11. (With J. Sarkis) “The use of the TRI Database in assessing the impact of Environmental Performance on Financial Performance: A DEA Assessment,” 1997 Proceedings of the Decision Sciences Institute Meetings, San Diego, CA.
12. (With R. Veliyath) “The Impact of Corporate Governance Mechanisms, Ownership Structure, and Strategic Variables on CEO Compensation: An Empirical Investigation of Relative Effects,” Proceedings of 1996 Southern Management Association Meetings, New Orleans, LA, pp. 1 - 3.
13. (With S. Stites-Doe and R. Pillai) “A Field Study of the Relationship Between Charismatic Leadership and Organizational Performance,” Proceedings of the 1996 Southern Management Association Meetings, New Orleans, LA, pp. 140 - 142.

14. "The Use of the Toxic Release Inventory Database for Studying Organizational Performance," Proceedings of the Fourth International Congress on Environmentally Conscious Design and Manufacturing, Cleveland, OH, July 1996.
15. (With B. D'Netto) "CEO Compensation and Firm Risk: Risk as Semivariance," Proceedings of the 26th Annual Conference of the Decision Sciences Institute, Hawaii, November 1994.
16. (With S. Singh) "Wealth Effects of Joint Venture Announcements of U.S. Companies: Some Evidence from South-East Asian Alliances and Indian Sub-continent Alliances," Proceedings of the 1993 Conference on Joint Ventures, East Asia, Bangkok, Thailand, pp. 1 - 9.
17. (With S. Kaparathi) "Diffusion of E-Mail: Determinants of Adopter Categories," Abstract in Proceedings of the 25th Annual Conference of the Decision Sciences Institute, Washington, DC, November 1993.
18. (With S. Kaparathi and N.C. Suresh) "The Impact of Product-Mix Flexibility on the Systematic Risk of an FMS Investment," Proceedings of the 22nd Annual Conference of the Decision Sciences Institute, San Diego, CA, November 18-20, 1990.

Other Publications

"The Impact of Governance and Incentive Mechanisms on the Adoption of Risky Technologies FRM," Chapter 7 in the Advanced Manufacturing Systems: Strategic Management and Implementation, ed. J. Sarkis, H. Parsei: Gordon and Breach Publishers, 1999.

"Role of Director Interlocks, Governance and Management Incentives in Explaining Stockholder Gains from Joint Ventures," 1993 Best Papers of the Academy of Management. An earlier version of this paper won the James Boness Award for Best Doctoral Paper in Finance at SUNY Buffalo.

Doctoral Dissertation

"A Study of the Relationships Between Chief Executive Officer Compensation, Risk and Diversification Strategy," 1994.

Refereed Conference Presentations

(with Q. Zhu, M. Lai, and J. Sarkis) "International and Domestic Pressures and Chinese Organizational Responses to Greening", Academy of Management National Meetings, August 2009, Chicago, IL.

(with J. Sarkis, D. Vazquez, L. Frater, J. Dijkshoorn) "An Evaluation of Technical Efficiency and Managerial Correlates of Solid Waste Management by Welsh SMEs using Parametric and Non-Parametric Techniques", Academy of Management National Meetings, August 2009, Chicago, IL.

(with J. Sarkis, H. Zhu) "Expanding the Circumference of the Chinese Circular Economy through Globalization", Harvard University (Kennedy School) Conference on China and Globalization, (October 2008).

(with J. Sarkis,) "A Goods-Bads DEA Model of Joint Technical and Environmental Efficiency in the US Electric Utility Industry", Decision Sciences Institute National Meetings, Baltimore, MD, (November 2008).

(with R. Yang and Y. Mensah} "Security Analyst Earnings Forecasts and CEO Compensation: The Role of Industry Context", American Accounting Association National Meetings, August 2008, Anaheim, CA,

(with J. Sarkis, , J. Dijkshoorn) "Technical and Economic Efficiency of Welsh SMEs: Porter's Win-

Win Hypothesis and Industry Growth Effects”, Academy of Management National Meetings, August 2008, Anaheim, CA.

(with R. Yang and Y. Mensah} “Forecast Errors, Forecast Dispersion, and CEO Compensation”, American Accounting Association National Meetings, August 2008, Anaheim, CA,

(with J. Sarkis, D. Vazquez, J. Dijkshoorn) “A Stochastic Frontier Analysis of the Technical Efficiency of Welsh SMEs”, Greening of Industry Network, June 2008, Leeuwarden, Netherlands.

(with J. Sarkis) “Why do some firms link environmental performance to executive compensation? Does it matter?” Academy of Management National Meetings, August 2007, Philadelphia, PA.

“Merger and Acquisition Activity in the Emerging Markets: Focus on Central and Eastern Europe
“(with Z. Georgiev) -- 2007 Conference of National Council on Undergraduate Research, Dominican University of California, CA, April 14, 2007.

“Natural Environment Performance Factors and Executive Compensation in US Firms” (with J. Sarkis), Academy of Management National Meetings, August 2006, Atlanta, GA.

“Firm-level predictors of emergent Green Supply Chain Management Practices in the Chinese context”(with J. Sarkis , Q. Zhu), Academy of Management National Meetings, August 2006, Atlanta, GA.

“Investigating Technical and Ecological Efficiencies in the Electricity Generation Industry: Are there Win-Win Opportunities?” (with J. Sarkis) Academy of Management National Meetings, August 2006, Atlanta, GA.

“CEO External Ties and Compensation Structure”, Financial Management Association European Meetings, Stockholm, Sweden, June 2006.

“Natural Environment Performance Factors and Executive Compensation in US Firms” (with J. Sarkis), Academy of Management National Meetings, Summer 2006, Atlanta, GA.

“Firm-level predictors of emergent Green Supply Chain Management Practices in the Chinese context” (with J. Sarkis and Q. Zhu), Academy of Management National Meetings, Summer 2006, Atlanta, GA.

“Investigating Technical and Ecological Efficiencies in the Electricity Generation Industry: Are there Win-Win Opportunities?” Academy of Management National Meetings, Summer 2006, Atlanta, GA.

“Non-parametric Assessment of CEO Compensation: A DEA Approach”, Northeast Accounting Regional Conference, Portsmouth, NH, May 2006.

“CEO External Ties and Compensation Structure”, Academy of Management National Meetings, Honolulu, HI, Summer 2005.

“Ratchet, Ratchet, and Grow: Using HLM to test A Growth Model of CEO Compensation for US firms in the 1990s”, Academy of Management National Meetings, New Orleans, LA, Summer 2004.

(With N. Rajagopalan) “Industry Discretion as a Determinant of Executive Compensation: A Multilevel Analysis,” Academy of Management National Meetings, Denver, CO,, Summer 2003.

(With R. Veliyath and D. Neubaum) “Incentives for Monitors: The Impact of Director Stock-Based Compensation on Firm Performance”, Academy of Management National Meetings, Denver, CO, Summer 2002.

“Market Referents as Determinants of CEO Compensation Levels, “Academy of Management National Meetings, Denver, CO, Summer 2002.

(With J. Schwalbach, Stanford Business School and Humboldt U. Berlin) “Global Corporate Reputations as Intangible Resources,” Strategic Management Society International Meetings, San Francisco, CA, Fall 2001.

“Firm Reputation and Firm Performance: A Grainger Causality Approach” at the Financial Management Association National Meetings, Orlando, FL, Fall 1999.

“Global Corporate Reputations: Determinants and Consequences” at the Third International Conference on Corporate Reputation, Image, and Identity (NYU), San Juan, Puerto Rico, January 1999.

“Investigating the Simultaneity of Firm Performance and Reputation” at the Third International Conference on Corporate Reputation, Image, and Identity (NYU), San Juan, Puerto Rico, January 1999.

“Wealth Effects of Corporate Spin-offs” (with S. Rajagopalan) at Corporate Restructuring Conference, Wharton School of Business, University of Pennsylvania, 1993.

Conference and Seminar Participation

- AACSB Conference on Strategic Planning, Duke University, 2004
- “Faith and the Challenges of Secularism” Princeton University, 2003
- “God and the Ethics of Belief” Yale University, 2002
- Faculty Development in International Business (FDIB), University of South Carolina, 2001
- Master Teacher’s Program, Georgia State University, 2000
- “Bridging the Gulf: Business, Ethics, and Religion”, Yale University, Spring 2000
- “Business Ethics and Religion”, University of Notre Dame, Spring 2000
- “Business Ethics and Financial Risk”, University of Notre Dame, Fall 1999

Consulting

Develop and present seminars on financial strategy, Economic Value Analysis to executives from area Fortune 100 firms. Also provide firms with statistical analysis and support (1998 – present)

Service Activities

Service to Department

AACSB Committee, 1997- 2006.

Strategic Planning Committee, Co-Chair, 1999-2000; 2006 – Present.

Simon School (U. Rochester) MBA Program Coordinator, 2006 – Present.

Outstanding Student Paper Committee, 1998-2000; 2005.

Research Colloquium Task Force, 2005-2006.

APT Committee, Co-Chair, 2004-2005.

Task Force on Instructional Consistency, 2004-2005.

Ad Hoc Committee on Governance Review (Provost’s Changes), 2004.

Task Force on DSI Review, 2003-2004.

Assessment Committee, 2000 – 2003.

Finance Area Coordinator, 1986 –1988; 1992 – 2003, 2008-
 Ad Hoc, APT Committee, Chair - Summer 2000, Member – 2002 – 2003.
 Appointment, Promotions, & Tenure (APT) Committee, Spring 2000, Chair - 2002 - 2003.
 Brown Bag Seminar Coordinator, 1997 – 2003, 2004-Present.
 Chair, Graduate Program Curriculum and Strategic Planning Committee, 1999.
 Best Student Paper Committee, 1998- 2000.
 Curriculum Committee Chair, Business Administration and Economics Department, 1995 – 1997
 Departmental Ad Hoc Committee for AACSB Accreditation, 1994 – 1997
 Finance Club Faculty Advisor, 1994 – Present.
 Faculty Sponsor for student internships at Eastman Kodak, Xerox, Merrill Lynch, and other local area firms 1992 – 1997, 2002
 Service to College
 Task Force on Professional Science Master's Program, Fall 2007-
 Faculty Senate, 2005 -2007
 Presidential Search Committee, 2004-2005.
 Budget and Resource Committee, 2003-Present.
 College Committee on Part-time Faculty, 2002 – 2003.
 Vice President for Administration Search Committee, 2001 - 2002.
 Middle States Accreditation Committee (Sub-committee 9): 2000 – 2002.
 Elected departmental representative to Senate (1999 – 2000). Associated roles include:
 Chair, Senate Budget Committee
 Co-Chair, Implementation Committee for Part 5 of Strategic Plan
 Member, Senate Executive Committee
 Member, Academic Priorities Committee
 Member, Strategic Planning Steering Committee
 Member, College-wide Budget and Resource Committee
 Member, College-wide Academic Programs Committee
 Management Cluster, School of Professions and Subcommittee on Distance Learning, 1995 – 1996
 Senate Graduate Program and Research Policies Committee, 1993 – 1995
 Senate Research Policies Committee, 1991 – 1992
 Theatre Arts Minor Committee, 1991 – 1996
 Safety Committee, Various Years
 McNair Program Student Mentor, 1992
 Summer Research Program Student Mentor, 1991, 1992

Service to the Profession

Editorial Boards

Strategic Management Journal (Wiley Publishers)

Management and Research News (Emerald Publishers)

Fellow

Corporate Governance Center, Kennesaw, GA

Ad Hoc Reviewing Assignments (Journals)

Reviewer for Academy of Management Journal, Special Issue on Governance and Ownership and Firm Performance, Spring 2001.

Reviewer for Academy of Management Journal, 1997, 1999, 2001, 2002, 2004, 2005, 2006, 2007

Reviewer for Organization Science, 1997 and 1999.

Reviewer for Strategic Management Journal, 1994-2001, 2002, 2003, 2004, 2005, 2007

Reviewer for Journal of Applied Business Research, 2005

Reviewer for Asia Pacific Journal of Management, 2000.

Reviewer for Management and Decision Economics, 2005-2006

Reviewer for Management Research News, 2006 – Present.

Reviewer for Academy of Management Journal, Special Issue on Executive Compensation and Firm Performance, 1998

Ad Hoc Reviewing Assignments (Conferences)

Reviewer for the Academy of Management National Meetings, Anaheim, CA, 2008.

Reviewer for the Academy of Management National Meetings, Atlanta, GA, 2006.

Reviewer for the Academy of Management National Meetings, Honolulu, HI, 2005.

Reviewer for the Academy of Management National Meetings, New Orleans, LA, 2004.

Reviewer for the Academy of Management National Meetings, Seattle, WA, 2003.

Reviewer for the Academy of Management National Meetings, Denver, CO, 2002.

Reviewer for the Academy of Management National Meetings, Toronto, ON, 2000.

Reviewer for the Academy of Management National Meetings, Chicago, IL, 1999.

Reviewer for the Academy of Management National Meetings, Boston, MA, 1997.

Reviewer for the Eastern Academy of Management International Meetings, Dublin, Ireland, 1996

Reviewer for the Academy of Management National Meetings, Cincinnati, OH, 1996

Reviewer for the Eastern Academy of Management International Meetings, Singapore, 1995

Reviewer for Academy of Management National Meetings, Vancouver, BC, 1995

Reviewer for Academy of Management National Meetings, Dallas, TX, 1994

Reviewer for Academy of Management National Meetings, Las Vegas, NV, 1992

Discussant and Session Chair Responsibilities

Session Chair, Financial Management Association International Meetings, Stockholm, Sweden, June 2006.

Session Chair, Financial Management Association International Meetings, Paris, France, June 2001.

Invited participant, Business Ethics and Financial Risk Conference, University of Notre Dame, Fall 1999

Session Chair, Performance Management Conference, Cambridge University, 1998

Discussant and Session Chair (Executive Compensation), Academy of Management Meetings, Boston, MA, 1997

Discussant, Academy of Management National Meetings, Cincinnati, OH, 1997

Discussant, Academy of Management National Meetings, Boston, MA, 1996

Session Chair in Strategic Management, Association of Management National Meetings, Las Vegas, NV, 1992

Membership in Professional Organizations

Academy of Management

Financial Management Association

Society of Christian Philosophers

Awards and Distinctions

Appointed to Editorial Board, Strategic Management Journal (Wiley). 2009.

Economic and Social Research Council (ESRC) Fellowship (UK): Visiting Scholar, BRASS Institute, Cardiff University (Summer 2008)

European Commission Erasmus Mundus MESPOM Fellowship (2009)

Appointed to Editorial Board, Management Research News (Emerald Publishers), 2006.

“Why do some firms link environmental performance to executive compensation? Does it matter?” (with J. Sarkis) published in the Best Papers Proceedings of the Academy of Management 2007.

SUNY Chancellor’s Award for Excellence in Teaching, 2004.

Elected Fellow, Corporate Governance Institute, Kennesaw State University, Atlanta, GA, 1997 – present

Nominated to Executive Committee, Business Policy and Strategy Division, Academy of Management, 1997

Inducted into Phi Beta Delta, Honors Society in International Studies, 1998

Nominated for Dorothy Harlow Award, Women in Management Division, Academy of Management, 1995

Scholarly Incentive Award, SUNY at Brockport, 1995, 1996, 1997, 2000

Technology Grant, 2006

"Industry Discretion as a Determinant of Executive Compensation: A Multilevel Analysis" with N. Rajagopalan, published in the Best Papers Proceedings, Academy of Management National Meetings, Organization Management and Theory Division, 2003

"Role of Director Interlocks, Governance and Management Incentives in Explaining Stockholder Gains from Joint Ventures" published in the Best Papers Proceedings, Academy of Management National Meetings, Business Policy and Strategy Division, 1993

"Role of Diversity, Incentives and Governance in explaining Shareholder Wealth Effects of Corporate Restructuring: A study of Spin-offs" (with S. Rajagopalan, SUNY at Buffalo). Invited paper at the conference on Corporate Restructuring associated with the special issue of Strategic Management Journal and held at the Wharton School of the University of Pennsylvania, September 24-26, 1993

"Governance, Incentives and Board Interlocks as predictors of Wealth Creation from Joint Ventures," won first place in the 1992 James Boness Competition for best doctoral paper in finance at SUNY at Buffalo

State University of New York at Buffalo, graduated summa cum laude

University of Bombay, Bombay, India, St. Xavier's College, graduated with honors

Mihail Barbosu

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College at Brockport, State University of New York
350, New Campus Drive, Brockport, NY, 14420, U.S.A.
Phone: 585-395-5675 E-mail: mbarbosu@brockport.edu

PROFESSIONAL EXPERIENCE

2005 - present Associate Professor and Chairperson SUNY Brockport, Dept. of Mathematics
2000-2005 Assistant Professor SUNY Brockport, Department of Mathematics
1989 - 2000 Associate Professor, Assistant Prof., "Babes-Bolyai" University, Department of Applied Mathematics, Cluj-Napoca, Romania.

EDUCATION

1999 Completed a second Ph.D. in Mathematics, Romanian Ministry of Education, Romania
1995 Ph.D. (Celestial Mechanics/Astronomy), Paris Observatory and Paris VI University, France
1991 M. Sc. (Celestial Mechanics/Astronomy) Paris Observatory and Paris VI University, France
1983 B.Sc. (Mathematics), "Babes-Bolyai" University, Cluj-Napoca, Romania

TEACHING

Discrete Mathematics, Calculus I, II, III, Differential Equations, Advanced Calculus, Linear Algebra, Spherical Trigonometry, Analytic Geometry and Tensors, Advanced Mathematics, Business Calculus, Applied Mathematics in Economy, Probability and Statistics I, II, Mathematical Statistics, Partial Differential Equations, Numerical Analysis, Actuarial Science, Discrete and Stochastic Mathematical Models (Management Science), Topics in Applied Mathematics, Symbolic Computation Systems (Maple, Mathematical), Classical and Analytical Mechanics, Astronomy, Equations of Mathematical Physics, Celestial Mechanics and Space Dynamics.
On-line course: Actuarial Problem Solving

RESEARCH

Areas of interest

Applied Mathematics, Dynamical Systems, Symbolic Computation Systems, Celestial Mechanics and Astronomy, Risk Management, Biomathematics, DNA Computing

Conference participation (to present a paper): more than 40 conferences and symposiums in:
Germany, Poland, Russia, Spain, Hungary, Romania, Canada, U.S.A., England, France.

International scientific cooperation with researchers and professors from:

Paris and Nice (France), Montreal (Canada), Thessaloniki (Greece), Moscow (Russia) Siedlce (Poland), Komarom and Budapest (Hungary), Isik (Turkey), Cluj, Iasi and Bucharest (Romania)

Referee for the following journals: Res. Seminars UBB, Mathematica, Bull.Stiin. Univ. Baia Mare, Celestial Mechanics and Dynamical Astronomy, Romanian Astronomical Journal, reviewer and contributor for W.H. Freeman publishing company.

Scholarships and Grants

- 2007 PMACS grant, NSF (Co-PI)
- 2004 BMACS grant, NSF (Co-PI)
- 2002, 2001 UUP, Technology Support Initiative Grant, SUNY Brockport
- 2000 PICS Research Grant, Paris VI University and EU
- 2000 IAU Grant, Manchester, England
- 1998 Socrates Research Grant, University of Thessaloniki, Greece
- 1994-2000 (1 grant/year) awarded by the Romanian Ministry of Education and Romanian Space Agency
- 1992-1995, French Government Scholarship, Paris Observatory and Paris VI University
- 1990-1991, French Government Scholarship, Paris Observatory and Paris VI University

Professional affiliations

AMS (American Mathematical Society), Academic correspondent of CAS (Casualty Actuarial Society), SSMR (Romanian Society of Mathematics), EAS (European Astronomical Society), IAU (International Astronomical Union), SPIE (International Society for Optical Engineering).

Other related activities

- Scientific co-supervisor for 2 Ph.D. theses
- Scientific supervisor for 26 Graduate and Master License Theses
- Scientific advisor for 17 undergraduate research projects
- 2 scientific expeditions with students
- 8 scientific TV and newspaper interviews
- Organizer of the international conference Equinox Workshop: 2003, 2001 (SUNY Brockport), 1999, 1998, 1997 ("Babes-Bolyai" University, Romania)
- Member of the scientific committees of the international conferences: Symbolic Computation Systems, Komarom (Hungary), Mathematica System in Teaching and Research, Siedlce, Poland.

Publications

Monographs

Riemannian Geometry and Dynamical Systems. Applications, PAIMS, Moscow, 2000
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Textbook

Linear Algebra, Analytic Geometry and Tensors, DACIA, Cluj Napoca, 2000 (co-author - Mustata, C)

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- Barbosu, M. (1999): Tenseurs de courbure dans le problème plan des trois corps, Mathematica, Tome 41 (64) No.1, p.11-20.
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- Barbosu, M. (2002): Symbolic Computation Packages, Proceedings of the Symbolic Computation Systems Conference, Komarom, Hungary.
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Barbosu, M. (2006): On The Detection Of Outliers In O - C Curves, Rom Astr. J, Vol 16, with Alexandru Pop

Barbosu, M. (2007): Lagrange's Triangular Configuration For The Three-Body Problem: Computation And Analysis of the Curvature Tensor, with B. Elmabsout, Proceedings of the Numerical Analysis and Approximation Theory Conference, NAAT 2006

Barbosu, M. (2008): Relative Equilibrium in the Three-body Problem: Two Rigid Bodies and a Mass Point Body – 45 page paper –submitted and is still under review, with B. Elmabsout

Barbosu, M. (2008): A GIS based slope Stability Analysis for Landslide Susceptibility Mapping, with J. Gray, C. Nicorici and A. Imbroane (under second review)

APPENDIX 4

Graduate courses that could satisfy the elective course requirement

BIO 655 Principles of Drug Discovery
CMC 592 Theories of Rhetoric
CMC 600 Communication Research Methods
CMC 693 Seminar in Organizational Communication
CMC 697 Seminar in Interpersonal Communication
ENV 552 Environmental Laws and Regulations
ENV 588 Environmental Impact Analysis
PAD 601 Leading Organizational Change
PAD 612 Negotiation and Conflict Management
PAD 619 Financial Administration of Health Care
PAD 622 Legal Aspects of Public Administration
PAD 629 Fundraising and Development
PAD 640 Financial
PAD 644 Supervision Skills
PAD 645 Communication in Organizations
PAD 653 Ethics in Administration
PAD 661 Creating an Empowered Organization
PAD 663 The Leadership Roundtable
PAD 682 Organizational Behavior
PAD 684 Budget-State and Local Government
PAD 685 Human Resource Management
PAD 687 Statistics for Managers
PAD 688 Research and Program Evaluation